



ENGLISH 10

MODULE

6



The Novel



**Distance
Learning**

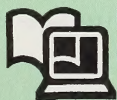
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English 10

Module 6

THE NOVEL



Distance
Learning

Alberta
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English 10
Student Module
Module 6
The Novel
Alberta Distance Learning Centre
ISBN No. 0-7741-0710-3

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Welcome to Module 6!


We hope you'll enjoy your study of
The Novel.

We've included a prerecorded
audiocassette with this module. The
cassette will help you work through
the material and it will enhance your
listening skills.

So whenever you see this icon,



turn on your tape and listen.



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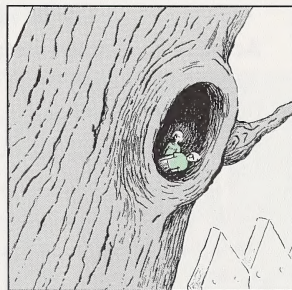
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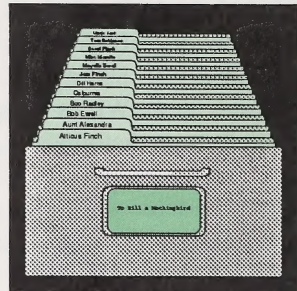
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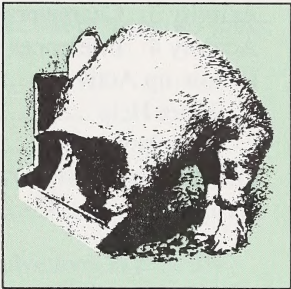
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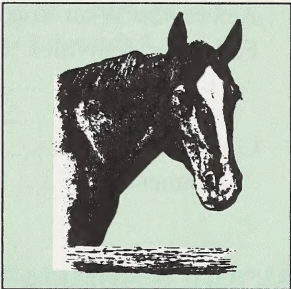
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OVERVIEW



In Module 6 you'll read a novel. You must choose and read **one** of these two books:

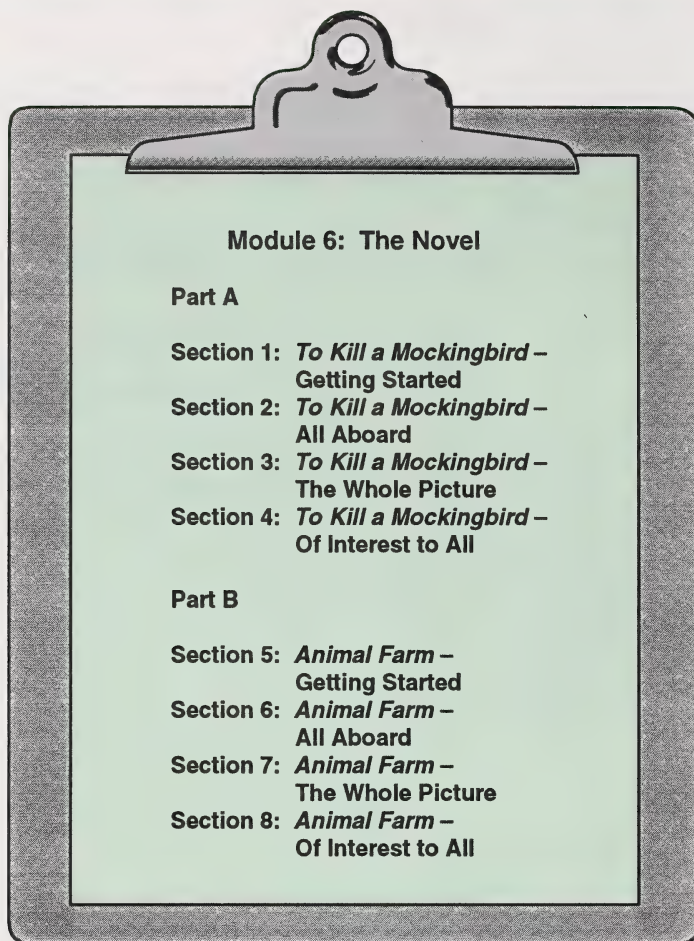
- *Animal Farm* by George Orwell
- *To Kill a Mockingbird* by Harper Lee

To Kill a Mockingbird tells a story about growing up and coming to understand relationships, prejudice, and human values.

Animal Farm is a political satire – a book that uses a narrative form to critically examine aspects of human behaviour and institutions. The novel shows how high ideals can be undermined and destroyed by those who thirst for power.

Note carefully that the novel you select will determine which sections of Module 6 you'll do. If you choose *To Kill a Mockingbird*, do only Sections 1 through 4. If you choose *Animal Farm*, do only Sections 5 through 8.

So take heart: this module is only half as long as it appears!



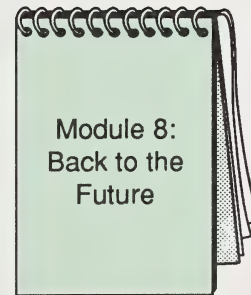
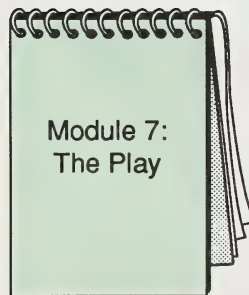
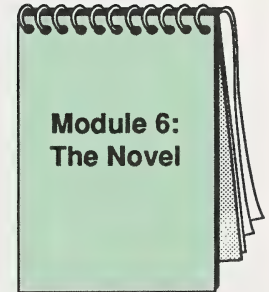
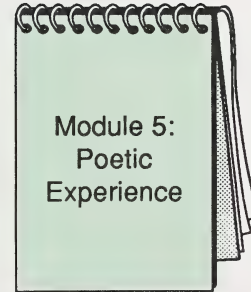
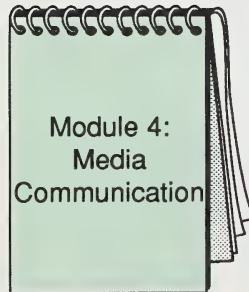
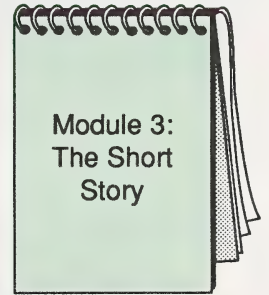
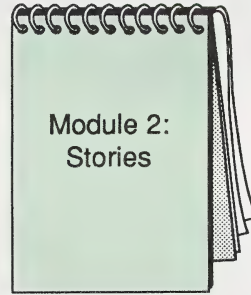
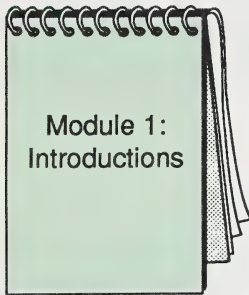
Evaluation

Your mark in this module will be determined by your work in the Assignment Booklet, which contains two section assignments and one final module assignment. The mark distribution is as follows:

<i>To Kill a Mockingbird</i>		<i>Animal Farm</i>	
Section 3 Assignment	20%	Section 7 Assignment	20%
Section 4 Assignment	20%	Section 8 Assignment	20%
Final Module Assignment	60%	Final Module Assignment	60%
TOTAL	100%	TOTAL	100%

Course Overview

English 10 contains eight modules.



SECTION

1



TO KILL A MOCKINGBIRD – GETTING STARTED

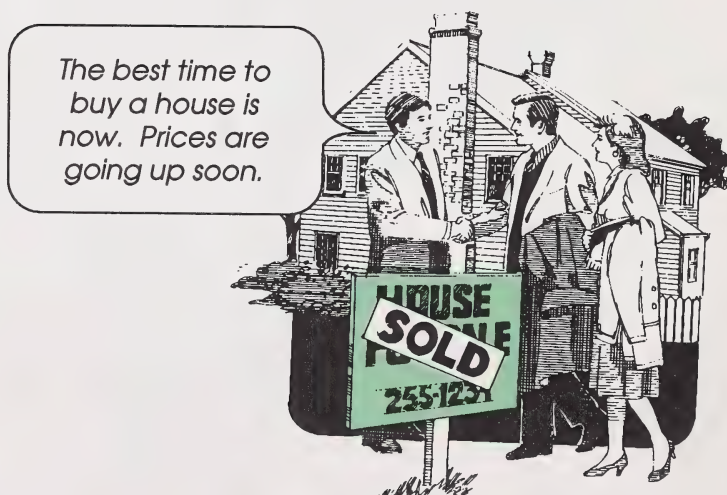


Had you ever heard of *To Kill a Mockingbird* before you were introduced to it in this course? Perhaps you've seen the movie – a Hollywood classic starring Gregory Peck. If you enjoy a story told with humour and compassion, that also makes you think seriously about human values and attitudes, you'll enjoy reading *To Kill a Mockingbird*. It became an instant hit when it was published in 1960, and today it's regarded as a masterpiece of American literature. Once you've read the book, you're not likely to forget it.

By the end of this section you should be able to

- understand the plot and make predictions about the novel
- understand the time and place in which the novel is set
- recognize who's who and what's what in the opening chapters of *To Kill a Mockingbird*

Activity 1: Predictions



It's nearly ten o'clock! If I'm not home by ten, my mom will kill me.



I've got to study hard and get good grades or I'll be stuck in a dead-end job.



Predicting: stating beforehand something that you think will happen in the future

In each of these examples someone has an idea beforehand about something that's likely to happen in the future. Each is **predicting** what could happen at a later time.

What things can you predict? Can you predict what would likely happen if you were walking down an icy street with slippery shoes on?

Can you predict what would happen if you neglected your homework or forgot to study for an exam? Not only would you expect to feel awful in class, but you'd also anticipate a lower grade.

1. Try making some predictions yourself. Following is a strip of cartoon panels. In the blank panel provided, draw what you think will happen next. Add a caption if you wish.



2. In Module 5 you studied a poem by Harry and Sandy Chapin called “Cats in the Cradle.” What predictions might be made about the future of the son and his family?

3. a. When you watch a movie or TV show, do you like to predict what will happen next?

- b. On what do you base your predictions?



Compare your responses with those in the Appendix, Section 1: Activity 1.

When you read a short story or novel, you can also predict what will happen next. You do so by paying attention to characters, setting, conflict, and dialogue.

As you work through *To Kill a Mockingbird*, try to predict what might happen later in the novel based on what you already know about the characters and the events that have occurred.

Activity 2: Beginnings

As in short stories, beginnings of novels are very important. Because of their length, novels are sometimes hard to get into, but there are techniques that help. One is to make notes as you read of the things that stand out about characters, events, and settings.

Stop and look at specific passages you read. What clues are given about the characters or about what will happen? Do any of these characters resemble people you know? Are their experiences similar to any that you've had or that you've seen in TV shows or movies?

When studying the novel, it's important to pay close attention to its beginning. These first chapters introduce the major characters, the setting, and some of the main themes. They also provide clues about what direction the novel will take.

Now read the first three chapters of *To Kill a Mockingbird*. Afterwards you'll be answering questions about them. Here are a few things to think about as you read:

- Who are the characters? What do they do and say? What can you learn from them?
- What do the characters want? What do their desires tell you about themselves?
- What conflicts do the characters face? How do they deal with them?
- What are the characters' strengths and weaknesses? What inner qualities help them most? Which qualities might lead to their downfalls?
- What do the characters have to say about how life should be lived? What's said about how life should not be lived? What's said about how a person struggles with him- or herself or with others?
- What predictions can you make about what will happen in future chapters?





Now you've read the first three chapters of the novel, and you've met the book's main character, Scout. Do you, like Scout, have vivid memories of your childhood?

JOURNAL

In your Journal respond to the following ideas.

Think back to when you were a child. Recall the friends you had and the games you played. Can you remember things that happened? Do you remember them the same way other people do? How old were you when some of those incidents occurred?



There are particular people, such as one's family, and events, such as one's first day of school, that are very important and are usually recalled with fondness. Yet Scout remembers many unpleasant moments.

JOURNAL

In your Journal respond to the following ideas.

1. Reflect on Scout's behaviour so far. How does she relate to specific adults? How does she relate to other children? Does the way in which she approaches others just create more problems for herself? Have you ever known anyone like Scout? How did that person deal with other people?
2. Write a letter to Scout as though you were Ann Landers giving her advice on how to deal with either Calpurnia or Miss Caroline.

just don't
supposed to have done! I
can offer me some sage advice with regard
to my predicament.

Yours sincerely,
Scout
Maycomb, Alabama

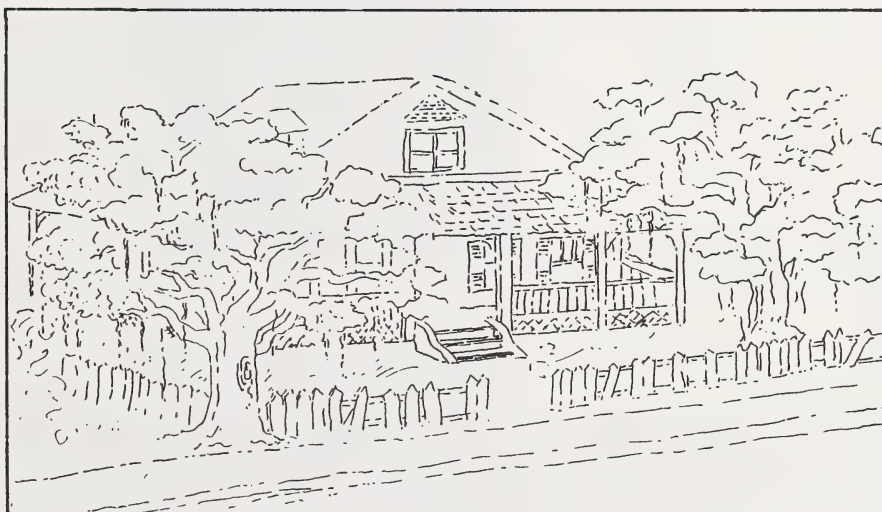
Dear Scout:
I think I understand what it is that
you are going through. I haven't forgotten
that it feels like to be nine years old.
saying that although it

Many children and young teens spend their summers away from home either at summer camps; art, dance or drama schools; or with grandparents or other relatives. It's often the case that a child spends the summer with one parent or the other if they no longer live together. This means that there's a whole new set of summer friends and experiences that often leave an impact on everyone involved. Dill is such a child.

JOURNAL

In your Journal use the following questions to reflect on Dill and his behaviour.

How do you think Dill sees Jem and Scout? Do you feel he behaves differently around them or is he always this way? Why would he act like this?

Activity 3: Setting

You should remember from Module 3 that the term *setting* refers to the time, place, and situation in which events in a piece of literature occur. Are you aware that by creating their settings very carefully, writers provide clues about events that happen or are going to happen?

1. Each of the following examples deals with a different time and place. Naturally, the time and place have a huge bearing on what happens in a story. For each scenario, what are some likely events that could occur?

a.

Time:

- summer, 1965
- evening

Place:

- in the back alleys of Harlem in New York City

b.

Time:

- spring, 2041
- two-month period

Place:

- inside a space ship in another galaxy

c.

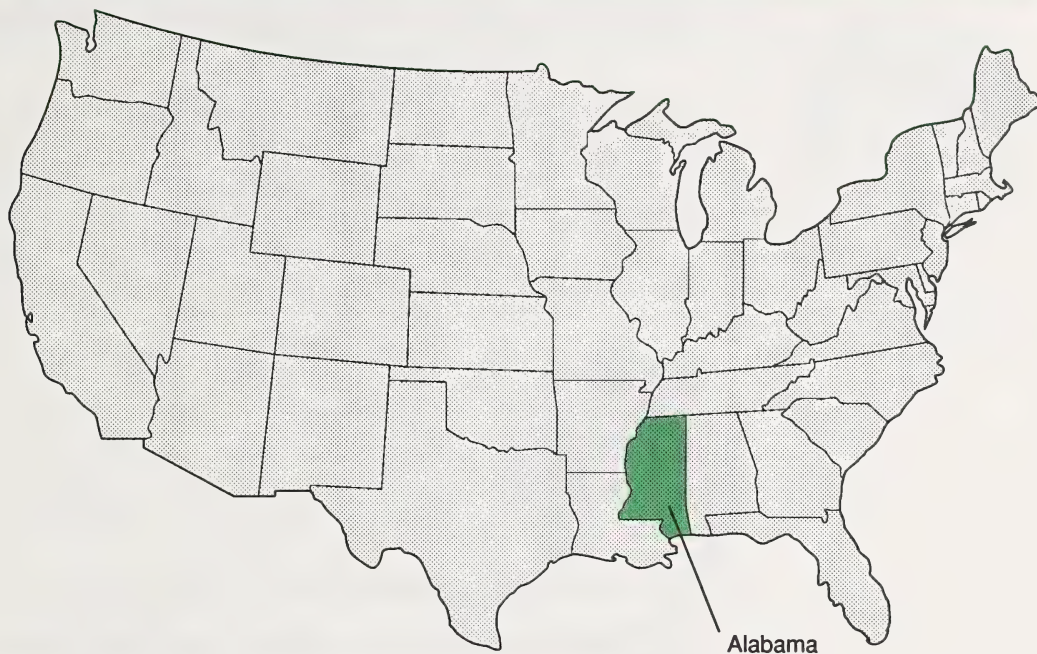
Time:

- fall, 1990
- afternoon

Place:

- on a farm near High River

Compare your responses with those in the Appendix, Section 1, Activity 3.



Alabama is a state with a history of racial tensions.

JOURNAL

In your Journal respond to the following ideas.

1. Going by the descriptions of the setting given in the novel, draw a map of Scout's part of Maycomb showing the various homes she describes. Keep your map and add to it later as you learn more about the community.

Usually writers choose – or create – their setting because it's appropriate for the events they wish to write about. A story about prejudice and bigotry, for example, might be set in a time and place where people had little education and were isolated from many influences of the outside world (though of course prejudice can occur anywhere – and all too often does).

2. The people of Maycomb seem to live to some degree in isolation from people in other communities. How do you know this?

3. What does the following statement of Scout's suggest to you?

Maycomb County had recently been told that it had nothing to fear but fear itself.

Compare your responses with those in the Appendix, Section 1: Activity 3.

In *To Kill a Mockingbird* there's a real sense of isolation – a separation from others. The people of Maycomb seem unaware of life outside their town. For this reason, Jem and Scout are very curious about Dill when he first arrives; he's not from Maycomb. Dill is three years younger than Jem but he is able to influence Jem because he's from another place, and he has seen things that Jem and Scout have not.

JOURNAL

In your Journal describe your initial reaction to Dill. What do you think of him and his ways?



When people live in close proximity to one another in a somewhat isolated area, there's often a tendency to become very involved in each other's lives. Stories that we all know as gossip begin to circulate.

Gossip influences the views people develop about their neighbours and others around them. People are often hurt by gossip since the thoughts that it inspires are usually mean and insensitive.

Discuss with another person the harm that gossip can cause. Without divulging names, explore your ideas through some examples from your life. If you want, you can use specific names from *To Kill a Mockingbird*.

JOURNAL

In your Journal describe a situation in which you were hurt by gossip. What was the outcome?



Gossip can cause a great deal of pain and suffering.

The novel also examines rigidity in thinking and the damage it causes especially in a small, isolated town like Maycomb.

For example, Miss Caroline appears to have very rigid views about teaching. She scolds Scout for already knowing how to read and write. Do you think that the way in which Miss Caroline enforces her ideas is an effective method of teaching children to be open, confident, and responsible – one that does not instill rigid, closed views? You can also see that many ideas held by the Radleys, Cunninghams, and Ewells have been developed and reinforced over years and years. These views are deeply entrenched and seem to have little hope of ever being changed.



Activity 4: Who’s Who



So far in *To Kill a Mockingbird* you’ve met several important characters.

1. Pick one character from the novel whom you find particularly interesting. Explain in a few sentences what it is about the character that interests you. Use examples from the book to illustrate your ideas.
-
-
-
-
-
-
-
-
-
-

Compare your answers with the one in the Appendix, Section 1: Activity 4.

In any society there are people who don’t fit into the mainstream. For whatever reason, they have been separated, or have separated themselves, from the rest of society. These persons are treated as outsiders. As a result they are often by themselves. Look around you. Do you see anyone who fits this description? Who is treated as an outcast? Is this treatment fair?

Is there anyone who wanders about your school or community without any friends? Have you noticed someone who’s not accepted by the people in your group or school? For what reasons? Is it the person’s physical appearance? Is the person just shy? Perhaps it’s because of race or religious beliefs. Does the group perceive the person to be different in some way? Why do people have problems with this perceived difference?

JOURNAL

In your Journal respond to the following ideas.

Write about someone you know that you think of as a loner or outcast. Why is the person like this? What kind of life does he or she live? Do you see any connections between the life of this individual and one of the characters in the novel you're reading?

2. a. Which of the characters who appear in the first three chapters of *To Kill a Mockingbird* seem to be outsiders?

- b. What makes you think this?



Compare your responses with those in the Appendix, Section 1: Activity 4.

Follow-up Activities



If you found the activities difficult, you should complete the Extra Help. If you understand the concepts clearly, you should complete the Enrichment.

Extra Help

- 1. Do you think you have a good understanding of the people and places as they're presented in the first three chapters of *To Kill a Mockingbird*? If so, try the crossword puzzle that follows:

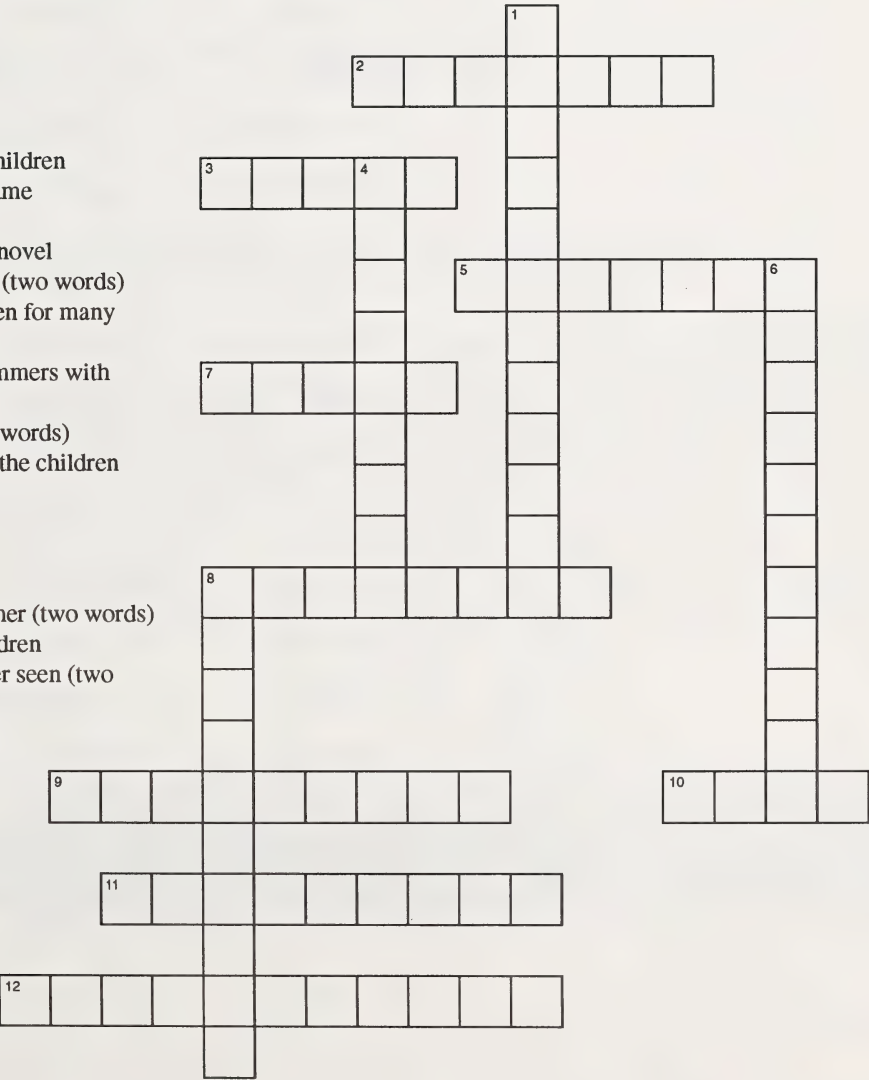
Clues

Across

- 2. lawyer who loves his children
- 3. main character's last name
- 5. novel's location
- 7. tomboy narrator of the novel
- 8. man who locks up Boo (two words)
- 9. man who remains hidden for many years (two words)
- 10. boy who spends his summers with Jem and Scout
- 11. brother to Atticus (two words)
- 12. house that preoccupies the children (two words)

Down

- 1. Scout's grade-one teacher (two words)
- 4. nanny to the Finch children
- 6. dirtiest boy Scout's ever seen (two words)
- 8. Dill's aunt (two words)



2. The vocabulary list that follows consists of various words that appear in the first three chapters of the novel. Test your comprehension by matching the definitions in Column B with the vocabulary in Column A. Place the roman numerals from Column B in the appropriate space in Column A. Refer to a dictionary if necessary.

Column A	Column B
_____ a. amble	i. a grape
_____ b. nebulus	ii. a grass found in warm countries
_____ c. transition	iii. injustices; sins
_____ d. collard	iv. holding back
_____ e. Johnson grass	v. slang for <i>lice</i>
_____ f. mockingbird	vi. ghost
_____ g. illicitly	vii. a common bird that imitates other birds' songs
_____ h. catawba	viii. illegally
_____ i. mortify	ix. a change
_____ j. vexations	x. something that is not clear
_____ k. haint	xi. a type of cabbage
_____ l. iniquities	xii. humiliate
_____ m. dispensation	xiii. walk in a slow and easy manner
_____ n. cootie	xiv. something that has been given out
_____ o. refraining	xv. things that annoy

Compare your responses with those in the Appendix, Section 1: Extra Help.

Enrichment

1. The physical setting of *To Kill a Mockingbird* is described in the novel's opening chapters. Using the information supplied there, draw a picture of some aspect of the setting as you see it. It might be a building, street, or yard. Use your own paper for your drawing.
2. The first three chapters of *To Kill a Mockingbird* provide material that would make an excellent opening dialogue for a TV series. In the space provided write a five-to-ten-minute opening script for the series. Here's an example of what your dialogue should look like. Note that camera shots as well as dialogue are included.

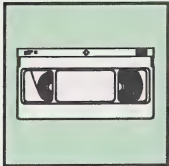
Camera close-up on YIELD sign. Then pull back to show three eleven-year-olds on bicycles riding toward camera full tilt.

Gerry: I win! I win!

Gina: Not fair! You cut me off...

The scene should deal only with the opening chapters. What events occur in them? Which characters appear? What do they say and do?





You might then cast some of your friends or family to play the parts. If you wish, record your opening scene either on videocassette or audiocassette.

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Compare your responses with those in the Appendix, Section 1: Enrichment.

Conclusion

This section should have helped you get into *To Kill a Mockingbird*. You've read the opening chapters and met many of the characters. You've become acquainted with some of these characters, established their connections to each other, and identified both the major and the minor characters.

With the knowledge you gained in the first chapters, you should be able to make predictions about future happenings. You've seen that setting plays a big part in the events that occur in a novel just as one's setting – where one grows up – plays a big part in shaping one's future. Who are the people in that setting? How do they affect other individuals in it?

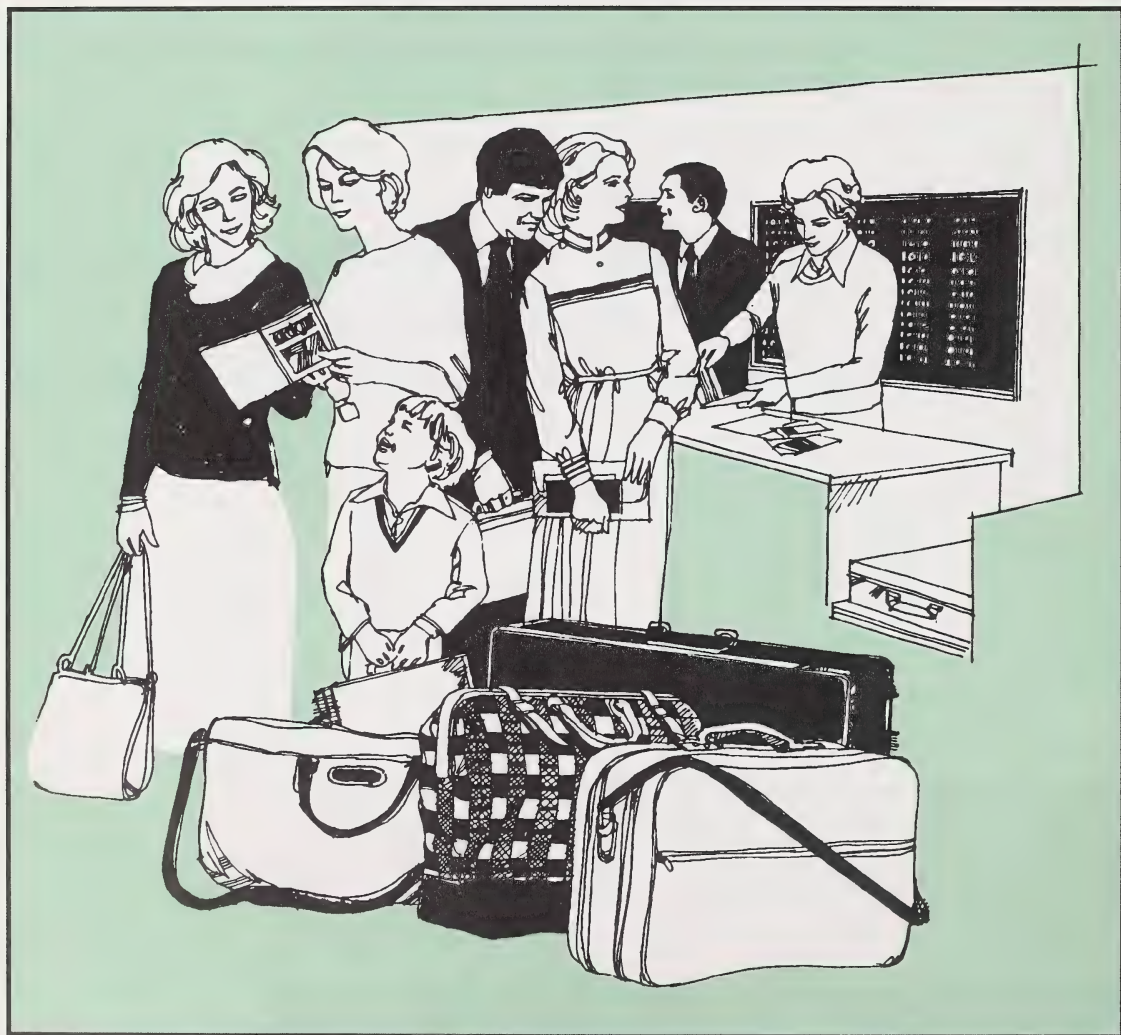
With the foundation you've established in Section 1, you're set to jump into the rest of the novel with both feet.

ASSIGNMENT

There is no assignment for this section.

SECTION

2



TO KILL A MOCKINGBIRD – ALL ABOARD



Attention please! Passengers may now board through Gate 11 for Montgomery and Maycomb County, Alabama. Enjoy your flight.

What if a famous writer arrived in your community and was about to write a novel? You have been selected; your life story is going to be the focus of the book.

Look around you. Who are the important people in your life? What are they like? What impact have they had on you?

What events have you witnessed during your lifetime? What were the struggles? Have you known pain? Have there been people who intimidated you? Have you ever been manipulated by someone? Have you ever been judged unfairly?

How would you describe the other people who will participate in your story? What motivates them to act a certain way or to say certain things? Now that you've identified instrumental people in your life, think about how you would describe them. What is your community like?

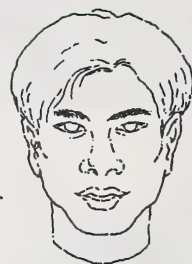
Such is the stuff of novels.

In this section you'll be reading a good portion of *To Kill a Mockingbird*. You'll be responsible for reading Chapters 4 to 24 – first Chapters 4 to 11 and then Chapters 12 to 24.

By the end of this section you'll be much more familiar with the characters and their relationships to each other, and have a firm understanding of the plot. You'll have looked at how the author presents the characters. How are they described? What motivates them to act and speak as they do? You'll have a lot of things to think about as you work through this section.

Activity 1: Strange Occurrences

Did you hear about Spook Mile? It seems that anyone who's driven down this road alone late at night has seen a ghostly form pass across the highway right in front of the car.



Did you ever hear about the baby calf that was born with three heads?

Have you read in the newspapers recently about large circles appearing in farmer's fields?



Did you read about the huge donation of money to the new hospital building fund? No one knows who the donor is.

Have you ever heard of strange occurrences like these? In Module 2 you investigated urban legends. Think back to them now. Collect news stories from newspapers and magazines. Supermarket tabloids are a great source of urban legends; they print sensational, unfounded stories about strange things – for instance, “Woman Kidnapped by Alien Zombies.” You may even have books that document strange events. After you’ve finished your investigation, write some of your own stories based on strange events that you’ve heard about. Share these stories with another person. Consider compiling them in a booklet with illustrations and a cover that you’ve designed yourself.

MAN TURNS 89 AND BECOMES FATHER

GHOST PHOTOGRAPHED ON HILL

GRANDMOTHER GIVES BIRTH TO HER
OWN GRANDCHILDREN

800 LB MAN STARTS EXERCISE CLUB

BEAR CUB BORN WITH FIVE PAWS

As you’ve seen from the opening chapters of *To Kill a Mockingbird*, Dill, Scout, and Jem delight in mysterious stories. These mysteries also serve to draw the reader into the novel. They raise questions that the reader then wants answered.

As you proceed through the novel, there will be more and more questions to ask yourself. In Section 1 you used your Journal to write down your thoughts about what you were reading; you asked questions about people and events, especially those you didn’t understand. You used the suggested ideas to respond in your Journal.

**TO KILL
A
MOCKINGBIRD**

In Section 2 your Journal will still be a valuable tool. More questions arise, and you have more information to respond to. What do you find most interesting in the book? What changes do you notice in characters? What seems to motivate them? It's important to keep on asking questions and responding to them.

Now read Chapters 4 to 11 in *To Kill a Mockingbird*; then continue with this activity.

There's a strong sense of mystery about many things that occur in *To Kill a Mockingbird*. Jem, Scout, and Dill are stumped by some of these occurrences.

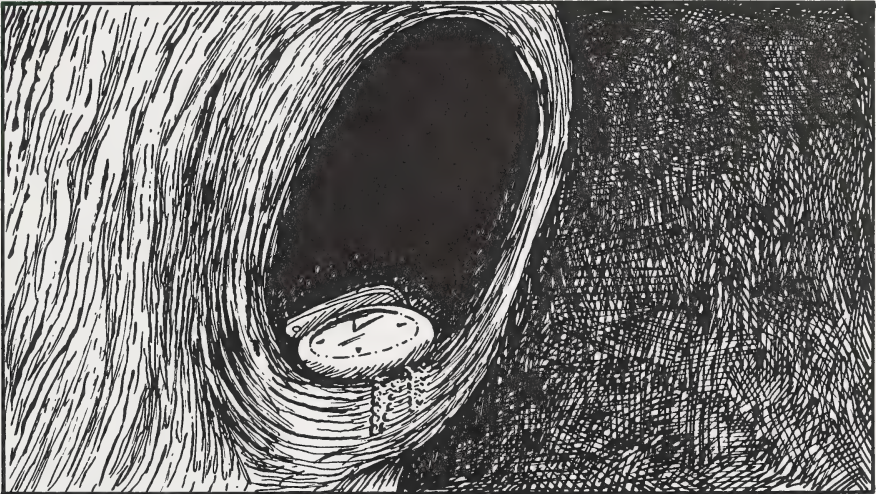
Some incidents of mystery or suspense involve Boo Radley, Miss Maudie, Atticus, and Mrs. Dubose. Think of how Scout finds that a blanket has been placed around her shoulders while she's watching the fire at Miss Maudie's house. Do you remember the feelings Jem and Scout have when some townspeople refer to Atticus in unflattering terms? They're shocked when Atticus shows himself to be an expert marksman by shooting a rabid dog. What about the incidents with Boo? They're certainly filled with mysterious undertones.



1. Think about the strange occurrences involving the children and Boo Radley. Write about the ones you think are the most mysterious.

Think now about Boo’s relationship with Scout, Jem, and Dill. Do you notice how this relationship is established right at the beginning of the novel?

After a while it appears as though Boo is looking out for the three of them. Have you noticed anything that points toward Boo as the perpetrator of these mysterious acts?



2. Which occurrences appear to have been brought about by Boo?

Compare your responses with those in the Appendix, Section 2: Activity 1.

It's interesting how one's impression of a person develops. For instance, did you notice that Scout, Jem, and Dill begin to recognize the respect Miss Maudie has for others? Scout spends some time with her and sees her open-mindedness and sense of justice.

Why do you think Jem's the first of the children to suspect that Boo is their secret friend? And why do you think Jem is very disappointed when Mr. Nathan covers up the hole in the tree where gifts have been found?

Why are Jem and Scout disappointed in the way their Uncle Jack handles situations?

Jem and Scout teach Uncle Jack that Atticus never judges a situation by hearing only one side. Atticus also answers honestly any questions the children ask.

3. Two incidents – one concerning Atticus and the rabid dog, and the other concerning Mrs. Dubose and her addiction – alter the impressions that Jem and Scout have of these two particular adults. Describe the changes in their thinking.

[illegible]



Check your response with the one in the Appendix, Section 2: Activity 1.

JOURNAL

In your Journal respond to the following ideas.

Think of a person you hold in very high regard. Or, conversely, is there someone you don't think highly of at all? Has anything ever happened that made you change your mind about either of these people – that made your respect for that person either increase or decrease drastically? What was it that made you change your mind about that person?

Activity 2: Characters and Motivation

Those Who Inspire Us

Sir Winston Churchill *Mother Theresa*
Terry Fox *Martin Luther King, Jr.*
Robin Hood *Joan of Arc*



Do some research on a few of the people whose names appear above.

What do you think these people have in common?

Sometimes you come across people who for some reason really inspire others. They may possess goodness or strength that makes you want to be like them or to do things they have done.

What particular qualities do the people you admire possess? What adjectives would you use to describe them? Can you think of other people who are similar? Clip some articles from newspapers and magazines about people who are working to make the world a better place. If you want, put together a presentation of these articles.

JOURNAL

In your Journal respond to the following ideas.

Are there people in your life who inspire you? Who are they? What do they do or say that makes you admire them? Select someone you admire and try to be like that person for a day. Do the kinds of things that person would do and say the kinds of things he or she would say. Afterwards write about the experience in your Journal. Did you succeed in being like that person? Why or why not?

Describing Others

When you meet someone who attracts you and whom you'd like to get to know, do you ask others if they know anything about this person? How do they describe the person to you? They might say things like the following:

- “She’s a really nice person.”
- “He’s very caring and gentle.”
- “She’s kind of stubborn and self-centered.”
- “He just pretends to be nice; he’s really a loud-mouthed liar.”
- “She’s a loyal friend, someone who can be trusted.”
- “He’s always happy; you never see him depressed or in a bad mood.”



Authors often use precise words like these to describe their characters. However, they don't always describe characters directly. They may rely on dialogue between characters to reveal what someone is like. This means that the reader has to pay attention to what characters in a novel say about each other.

What adjectives would you use to describe yourself? What adjectives would describe your appearance and character traits? Are you brown-eyed? curly-haired? chubby? skinny? tall? Are you honest? sincere? kind? selfish? proud? happy-go-lucky? helpful? confident? concerned? dependable? naïve? too trusting? giving of yourself? Do you feel good about yourself?

How would you describe your family members or friends to others? How would you create a picture of someone with words so that a stranger would know the person just from your description? Think about your story-writing in Module 3 and how you went through the process of developing characters.

JOURNAL

In your Journal describe some of your friends and family. Be sure to select precise, accurate words.

Motives

Motive: the reason behind an action

There's usually a reason why a person says something or does something a certain way. The reason is called a **motive**.

1. All of the following people have to look for motives in different situations. Why would each group want or need to find motives in certain situations?

a. **police officers:**

b. **lawyers:**

c. **psychologists:**

d. **parents:**



Compare your responses with those in the Appendix, Section 2: Activity 2.

As you read *To Kill a Mockingbird*, think about the motives that various characters might have for saying or doing the things that they do. If you wish, write about these in your Journal. The following incomplete statements might help you to figure out motives for particular occurrences in the novel.

Looking for Motives

- Some adjectives stated that describe actions or expressions are ...
- The dialogues that explain something about a character are ...
- The actions a character commits are ...
- Some patterns I notice in this character's actions are ...
- Some quotations that are important are ...



Miss Maudie and Atticus both possess many positive attributes. Because of this, they serve as valuable role models for others, both in and outside the novel. This is revealed by the author through their behaviour and speech. Because the author provides so much information about them, they are excellent subjects for character studies.

2. Look at the charts that follow. In the left-hand columns identify some of the things Miss Maudie and Atticus do and say that provide a good example for others to follow. Then in the right-hand column suggest motives for their behaviour and speech.



Miss Maudie

Actions and Sayings	Motives



Atticus

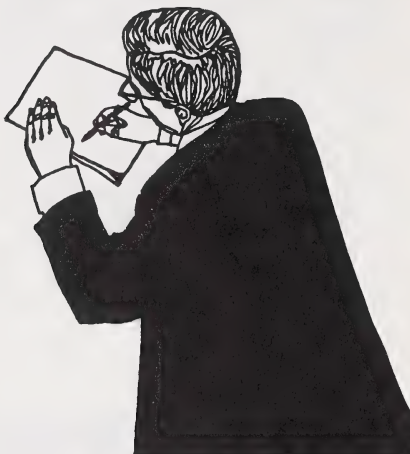
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Compare your responses with those in the Appendix, Section 2: Activity 2.

JOURNAL

In your Journal respond to the following ideas.

1. A stranger has approached you for a description of Atticus. Write out your description of him.



2. Is there any character in the novel so far who would not be an inspiration to you? Why? Write about this character.
3. Complete the following statement:

The character in *To Kill a Mockingbird* whom I would most like to be is _____ because . . .

As you read, keep making notes about the characters you come across. Record specific adjectives that are used to describe any character. You also might jot down quotations that reveal or explain what a character is like or things that one character says about another. These are effective methods that readers can use in order to obtain information about characters.

As you become more involved in the plot, you'll probably want to comment on what certain characters are doing, and speculate about, or predict, the results of their actions. If you find it helpful, focus on their relationships with others in the novel and how these relationships remind you of situations you've experienced yourself.

Activity 3: Struggles and Values

These are values many people consider to be of utmost importance in their lives. Perhaps some or all of them are values that you also regard highly. The values a person possesses reflect what that person's character is like. Values are what people will struggle to defend.

When people struggle to defend their beliefs or to achieve their goals, they may have to struggle against the ideas of others. How they go about this struggle is also an important measure of people's characters. These personal struggles form the basis of most novels.

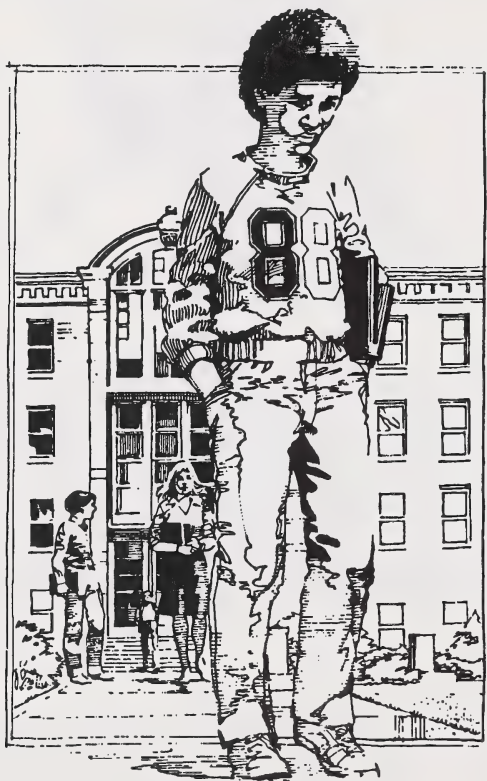
Struggles don't always arise between people but sometimes exist within a person. If you happen to be very stubborn, you may have to struggle with yourself as well as with others. Or you might struggle with yourself if you have fears that prevent you from achieving what you desire.

A major struggle that unfortunately many people encounter in their lives is carried on against those who are prejudiced against them.

JOURNAL

In your Journal respond to the following ideas.

Think about a struggle or conflict you've had with someone else – perhaps with parents, friends, or neighbours. What was the struggle about? Did it extend over a period of time, or was it just a quick argument? What caused it? Explain any feelings you had at the time of the struggle or that you have now as you look back on it.



1. Recognizing the struggles that others experience often helps you identify your own. State at least one struggle you feel each of the following characters faces.

Jem Finch	<hr/> <hr/> <hr/>
Scout Finch	<hr/> <hr/> <hr/>
Atticus Finch	<hr/> <hr/> <hr/>
Dill Harris	<hr/> <hr/> <hr/>
Miss Maudie	<hr/> <hr/> <hr/>
Boo Radley	<hr/> <hr/> <hr/>

2. How does each of the characters in the preceding chart handle the struggle(s) you've identified? Is it in a constructive or destructive way?

Jem Finch	<hr/> <hr/> <hr/>
Scout Finch	<hr/> <hr/> <hr/>
Atticus Finch	<hr/> <hr/> <hr/>
Dill Harris	<hr/> <hr/> <hr/>
Miss Maudie	<hr/> <hr/> <hr/>
Boo Radley	<hr/> <hr/> <hr/>

Compare your ideas with those in the Appendix, Section 2: Activity 3.

TO KILL
A
MOCKINGBIRD

Before going on to Activity 4, read Chapters 12 to 24 in *To Kill a Mockingbird*.

Activity 4: Those Who Hurt Others



The blues. Country and western. Rock. Think of all the music written about pain and suffering. And how many poems, stories, novels, and plays have been written on the same subject? Why do people seem to cause others so much pain? What kind of people hurt others? For what reasons? Do they do it deliberately? Some people hurt others without meaning to or even being aware of the effects of their actions. Others hurt people because of greed, selfishness, or plain cruelty. It may be because of a lack of understanding, too much pride, or hatefulness. Often factors like race, religion, and culture form the basis of these hurtful attitudes.

Pain is not something that's inflicted upon certain people only. It seems to be a condition that affects people everywhere – though of course it affects some people more than others. Look at the people that follow. Can you see anyone from your life in any of those painful positions? Who would it be? A friend? A parent? A neighbour? A child? Yourself? A character from a novel?



JOURNAL

In your Journal respond to the following ideas.

Collect newspaper and magazine articles and stories that reveal painful experiences. Discuss them with at least one other person. Respond in your Journal to the stories that move you most.

Many characters in *To Kill a Mockingbird* experience pain for one reason or another. Dill, for example, experiences the pain of his broken home. Even though he has parents and step-parents, he doesn't feel that they're really interested in him. That's why they send him away to his Aunt Rachel's for the summer. In order to cope with this pain, Dill creates a make-believe world. He even goes so far as to run away from home. He hides under Scout's bed until he's discovered.

Think about Mrs. Dubose and the pain that she suffers. She suffers physically due to her addiction and illness as well as emotionally due to loneliness. The townspeople show no compassion or understanding towards her. She reacts by being cranky and spiteful and attacking the people around her.

1. Choose **two** of the following characters and explain the ways in which they feel pain. How do they behave as a result of it? Fill in both columns for your two characters.

	Pain	Behaviour
The Cunninghams:	<div></div> <div></div>	<div></div> <div></div>
Boo Radley:	<div></div> <div></div>	<div></div> <div></div>
Mayella Ewell:	<div></div> <div></div>	<div></div> <div></div>
Bob Ewell:	<div></div> <div></div>	<div></div> <div></div>
Raymond Dolphus:	<div></div> <div></div>	<div></div> <div></div>

Compare your responses with those in the Appendix, Section 2: Activity 4.

Jem and Scout both feel the pain of growing up. There are many things they don't understand but which they react to. For example, Jem is hurt and angry when Mrs. Dubose criticizes his father; he also feels pain when Mr. Nathan seals the hole in the tree so that Boo can't leave gifts for Scout and him.



Scout feels pain when she senses that Jem is shutting her out of his life. She can't understand why he's doing this. Both Jem and Scout are hurt by the hostility towards their father that arises because of the Tom Robinson case.

Mrs. Dubose feels the pain involved in overcoming her addiction. Tom Robinson and his family feel the pain of living in a society that despises them because of their skin colour.

Atticus feels parental pains when he sees his children having to face a hostile situation because he is defending a black man in court. Atticus's beliefs and principles are based on high ideals about what is right, but he often feels the pain of having to stand up to issues alone. He cannot be a coward.

2. Think about some of the beliefs for which Atticus stands up. List as many as you can.

Compare your ideas with those in the Appendix, Section 2: Activity 4.

Miss Maudie probably says it best when she says these things of Atticus:

- “There are some men in this world who were born to do our unpleasant jobs for us. Your father’s one of them.”
- “Whether Maycomb knows it or not, we’re paying the highest tribute we can pay a man. We trust him to do right. It’s that simple.”



Notice how Atticus behaves to help lessen the pain of others. He acts with courtesy and respect, whether it be with his children, Boo Radley, Mayella or Bob Ewell, Tom Robinson, Mrs. Dubose, the Cunninghams, Aunt Alexandra, Uncle Jack, Miss Caroline, or Calpurnia.

Atticus is also wise and tolerant. He never tells people, other than his children, how to act, nor does he scold others or condemn their behaviour.

Prejudice

Prejudice: *an unfair opinion about something or someone based on inadequate information*

One of the chief sources of suffering in *To Kill a Mockingbird* is **prejudice**. Blacks are looked upon by most of the whites as non-persons. They have no rights. When Tom Robinson is accused of attacking Mayella Ewell, he is considered guilty regardless of what any court says because he is black.

The roots of prejudice such as that found in Maycomb are deep and complex. However, to simplify it in order to understand it better, prejudice can be seen to derive in part from a tendency to generalize human behaviour. But what does it mean to generalize?

Listen to the following conversation. It takes place at a bus station between two people who have just arrived in a new town.



Boy, this is sure an unfriendly town. I just asked that woman where the washrooms are and she completely ignored me.



I know what you mean. It's also a really dirty community. Just look at the litter over there!



And I think the people here are really backward in terms of fashion. That guy over there gave my coat a funny look and it's the latest style.

What do you think of the comments made by these two people about a city in which they've just arrived? You've probably realized that they've passed judgement on the community without substantial evidence – only one small incident in each case. What these two people were doing was generalizing.

A statement of fact, you'll recall, is one that can be proved or disproved. "That man is unusually tall," is a statement of fact. Statements of fact are most often limited to one specific instance:

- The sun is hot.
- The sky is blue.
- This flower is a rose.

Generalization: a broad, general statement about a group of individual instances

A **generalization**, by contrast, is a broad statement made about a variety of individual things:

- People here are fashion-conscious.
- Those guys are always lazy.
- Winters here are cold.

Now don't get the idea that all generalizations are wrong. If you've lived in northern Alberta for fifty years, you can safely say that winters where you live are generally long and cold. The danger with generalizations, though, is that, as in the conversation you listened to at the bus station, people often make sweeping statements with little or no evidence. If the young woman at the station had run into thirty or forty people in the new city and they had all been rude, she might eventually be justified in saying that people there tend to be unfriendly. To label the place after one encounter, however, is to make an unwarranted generalization.

3. Following is a list of statements. Some are generalizations, some aren't. Circle those that are. Don't worry at this point whether or not they can be defended.
- a. The space ship Challenger exploded on Jan. 28, 1986.
 - b. It rains all the time.
 - c. Teenagers have acne.
 - d. Students never do their homework.
 - e. The Titanic sank in April, 1912.
 - f. Roses are red.

- g. Red and yellow are primary colours.
- h. Teenagers like to listen to rap music.
- i. You can always tell when a person is angry.

Compare your responses with those in the Appendix, Section 2: Activity 4.

You can easily see how generalizations contribute to the development of prejudice. How often have you heard this sort of thing?



Be careful. Whenever you hear anyone discussing other people and using words like “all,” “every,” “always,” and “everyone” you’re listening to someone who generalizes. Such generalizations indicate prejudice. People must judge others on individual merit, not on the basis of unfounded, general beliefs.

4. Have you noticed that there are those in Maycomb who have identified the prejudice that exists there and who stand up against it? Atticus is one such person. Think of others in the novel who, like Atticus, don't agree with the prevailing prejudiced attitudes and give examples to support your position.

Compare your response with the one in the Appendix, Section 2: Activity 4.



Jem and Scout don't understand the prejudice against people who are unlike themselves. Though they see it and hear it from the people around them every day, their father has not taught them to feel prejudice; therefore they see nothing wrong with going to Calpurnia's church or sitting with the black community during the trial.

Though there are other whites in the community who, like the Finches, are intolerant of racial prejudice, most of the white people of Maycomb seem to regard blacks as a lower form of humanity. To them it's better that an innocent black man be unjustly condemned to death than white solidarity be ruptured!

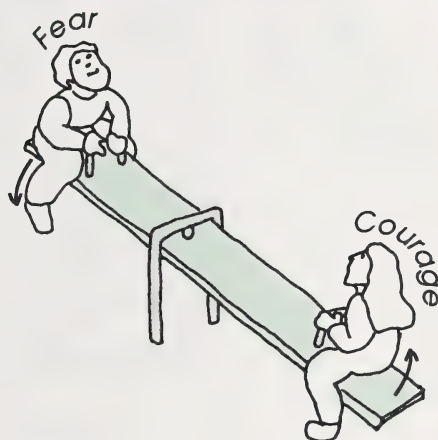


Reverend Sykes, the minister of Calpurnia's church, finds himself in an awkward situation. As a man of God and a believer in peaceful solutions to difficult problems, he probably does not want to stir up the black community against the white. He probably also knows that doing so would likely bring devastation to his community. Yet at the same time he must be full of anger and righteous indignation at what Maycomb whites are doing to Tom Robinson and his family.

JOURNAL

In your Journal imagine yourself to be Reverend Sykes. What sermon would you preach about right and wrong – and prejudice?

Activity 5: Fear and Courage



What things were you frightened of when you were little? Are there people or things that frighten you now? Just what is fear?

Fear, of course, is the painful feeling that comes over people when they feel threatened. Sometimes a perceived threat is well known, but often it's the unfamiliar and strange that frightens people most.

Courage involves the overcoming of fear. It calls for a toughness of mind about principles, morals, and beliefs that makes a person face pain, threats, or dangers with a head-on determination.

Think of a few movies and television shows you've seen in which people were fearful (try to avoid cheap horror flicks). What were the situations? Can you describe the fear? Have you experienced similar situations? How did you act in them?

Think now of movies and television shows in which people displayed courage in the face of problems and dangers. What situations did the people face? How did they face them? How difficult was it to be courageous in the face of such difficulties?

Finally, think about people in your own life who have shown fear and/or courage. How do you feel about the people in either situation?

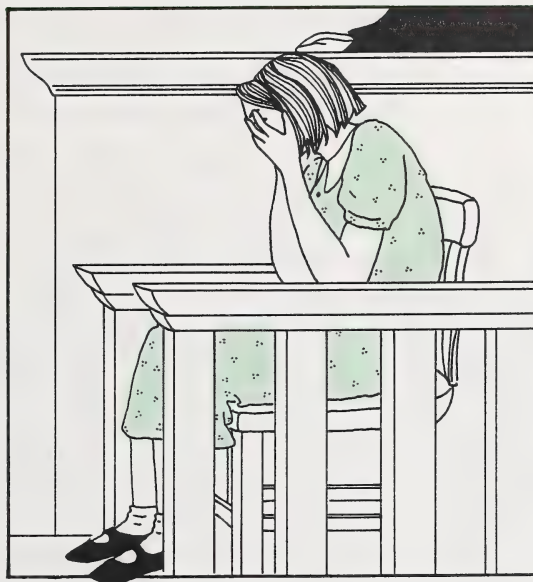


1. Read the quotations that follow which exemplify fear. Then select **one** of them and write a paragraph in which you explain the fear and suggest some reasons for it.

- a. Lula stopped, but she said, “You ain’t got no business bringin’ white chillun here – they got their church, we got our’n. It is our church, ain’t it, Miss Cal?”
- b. In ones and twos, men got out of the cars. Shadows became substance as lights revealed solid shapes moving toward the jail door. Atticus remained where he was. The men hid him from view.

“He in there, Mr. Finch?” a man said.

- c. “Don’t be silly, Jean Louise,” said Aunt Alexandra. “The thing is, you can scrub Walter Cunningham till he shines, you can put him in shoes and a new suit, but he’ll never be like Jem. Besides, there’s a drinking streak in that family a mile wide. Finch women aren’t interested in that sort of people.”
- d. But [Mayella] did not hear the compassion in his invitation. “I got somethin’ to say an’ I ain’t gonna say no more. That nigger yonder took advantage of me an’ if you fine fancy gentlemen don’t wanna do nothin’ about it then you’re all yellow stinkin’ cowards, stinkin’ cowards, the lot of you. Your fancy airs don’t come to nothin’ – your ma’ amin’ and Miss Mayellerin’ don’t come to nothin’, Mr. Finch –”

[illegible]

Compare your responses with those in the Appendix, Section 2: Activity 5.

It's interesting how in Part I (Chapters 1 to 11) Scout thinks courage means a willingness to fight or be daring. She and Jem think that doing things like running up to Boo's house, touching it, and peeking through his windows makes them brave. They want their father to show courage in the same visible, bold way.

Later, though, readers see a different sort of bravery. Atticus shows real courage when, all alone, he stands up to the lynch mob out to get Tom Robinson. Similarly, he's determined to defend Tom even though he feels he won't win, and he shows courageous restraint when he just walks away from Bob Ewell after Mr. Ewell spits on him.



2. The following three quotations illustrate specific instances of courage. Select one and explain the courage. Then suggest some reasons for it.

- a. Atticus's voice was even: "Alexandra, Calpurnia's not leaving this house until she wants to. You may think otherwise, but I couldn't have got along without her all these years. She's a faithful member of this family and you'll simply have to accept things the way they are ..."
- b. "[Mayella], who beat you up? Tom Robinson or your father?"

No answer.

"What did your father see in the window, the crime of rape or the best defense to it? Why don't you tell the truth, child, didn't Bob Ewell beat you up?"



Compare your response with those in the Appendix, Section 2: Activity 5.

JOURNAL

In your Journal write what you'd like to say to the townspeople of Maycomb about fear and courage.

Follow-up Activities

If you found the activities difficult, you should complete the Extra Help. If you understand the concepts clearly, you should complete the Enrichment.

Extra Help

1. Remember that a motive is a reason for doing or saying something. It's what makes people act or speak a certain way. Column A lists a number of actions. Column B lists possible motives. Match the motives to the actions by writing the appropriate roman numerals in the spaces provided.

Column A	Column B
_____ a. Jem leaves his pants behind, caught in the fence.	i. disappointment
_____ b. Scout does not want to go to school again.	ii. prejudice
_____ c. The children want to see what Boo Radley looks like.	iii. loneliness
_____ d. Jem asks Mr. Nathan why he filled the hole in the tree.	iv. fear
_____ e. Mrs. Dubose stops using drugs for her illness.	v. boredom
_____ f. The mob comes to get Tom Robinson.	vi. sense of justice
_____ g. Walter Cunningham finally acknowledges Scout's hello.	vii. curiosity
_____ h. Mayella convinces Tom to come help her.	viii. courage
_____ i. Atticus defends Tom Robinson.	ix. shame

2. Often people like to reread a book they've enjoyed or certain chapters of such a book. Doing so gives them a new perspective on what they've read. Select a few chapters here and there in *To Kill a Mockingbird* and with at least one other person reread those chapters out loud. Discuss some of the passages together. What meanings does each of you get from these passages?

Compare your responses with those in the Appendix, Section 2: Extra Help.

Enrichment

It's important not to think that prejudice and bigotry exist only in other parts of the world – like South Africa and the southern United States. In order to change things, everyone has to take a critical look at his or her own community.

To what extent does racial prejudice exist in your community? Try setting up interviews with several people you know from a variety of ages, jobs, and religious and racial backgrounds. Interview them on the subject of prejudice in your community. Following are a few questions you could ask. Remember that answers will likely be affected by the race or ethnicity of each of the people you interview.

- Do you think racial or ethnic prejudice exists in this community?
- What kinds exist? Cite examples.
- In your opinion is prejudice increasing or decreasing?
- Should steps be taken to reduce or eliminate prejudice? If so, what might they be?

No doubt you can think of a few more questions. With your interviewees' permission, record your interviews and then sum up your findings in the space provided. In your summary answer this question:

- Is racial prejudice a problem in your community? If so, who is it most a problem for?

Note: This can be a rather sensitive subject. Always be polite, and don't push your interviewees on their own attitudes towards people of other races, religions, or ethnic backgrounds.



[illegible]

Compare your responses with those in the Appendix, Section 2: Enrichment.



Conclusion

In this section you studied the middle chapters of *To Kill a Mockingbird*. You looked at the shaping of characters, the build up of events, and the many causes and effects of those events.

You thought about the kinds of people in communities who are looked up to because of their strong, positive qualities. You also had an opportunity to think about those who possess negative qualities.

You evaluated characters in the novel by looking at what they said and what was said about them both directly and indirectly. You also asked yourself what motives characters had for acting or speaking in the ways that they did. An examination of fear and courage gave you a chance to explore your own definitions of each.

Values and the struggles to maintain them were emphasized as well. Along with that you had an opportunity to evaluate the kinds of hurt and prejudice that exist in society. You thought about the kind of painful experiences individuals go through and may overcome. By contrast you also looked at how, despite the fact that people may be driven by ideals of what is right and just, some of their experiences end in defeat because they come up against a system or community that is decidedly unjust.

ASSIGNMENT

There is no assignment for this section.

SECTION

3



TO KILL A MOCKINGBIRD – THE WHOLE PICTURE



When you began reading *To Kill a Mockingbird*, did it feel as if you were beginning a thousand-piece puzzle? If you've ever actually put such a puzzle together, you know the feeling. Sometimes you feel bored, sometimes you feel enthusiastic, sometimes elated, sometimes frustrated! When you reach the end, however, you definitely feel a sense of achievement.

The same is true when you finish reading a novel. Through its characters, you've actually participated in a complete experience. By the novel's end, like the characters themselves, you should feel that you've learned something – that you've also gone through a complete process.

As you read the final chapters of *To Kill a Mockingbird*, you'll be able to put the final pieces of the puzzle into place. At this point can you make some predictions about what will happen next? Do you think Jem and Scout will actually get to see Boo Radley? What do you think the various reactions to the death of Tom Robinson will be? Will Bob Ewell's hatred lead to more trouble? Who will win their struggles? Will any of the characters change in important ways?

As you continue reading, don't forget to write in your Journal. In fact you might want to respond in it right now to some of the questions that the introduction has just posed for you.

Activity 1: Endings



Happy ending: *an ending to a story in which the main character's objectives are achieved and things turn out well*

Unhappy ending: *an ending to a story in which the main character's objectives are not achieved and things end unpleasantly*

Indeterminate ending: *an ending to a story that seems incomplete; it is not clear which way events will go*

Surprise ending: *an ending to a story that consists of a twist or unpredictable occurrence*

Before beginning Activity 1, finish reading *To Kill a Mockingbird* (Chapters 25 to 31).

Experiences end in many ways. Novels record experiences, so obviously their endings also vary. When you studied the short story in Module 3, you saw a variety of story endings. If a story's main character achieves his or her objectives, and things turn out well, you have a **happy ending**. If the main character meets with defeat or unpleasant circumstances, the novel is said to have an **unhappy ending**.

Sometimes the ending of a story or novel seems incomplete and you're left to think about the possibilities the main character faces. It's as though you're suspended, not knowing which way the story will go. Such an ending is called an **indeterminate ending**; the outcome is not definite.

At times an author throws in a twist by putting in an unpredictable occurrence or creating an entirely unsuspected ending. This is called a **surprise ending**.

Now think about the ending in *To Kill a Mockingbird*. Does Scout come to understand Boo Radley? Does she fear him any longer? Does she finally understand Atticus's saying about walking around in another's skin before judging that person? Is the community rid of Bob Ewell? Does Boo turn out to be quite different from the rumours about him? Would you say that the novel has a happy ending?



Now that you've finished reading the novel, turn to your Journal and thumb through it from the beginning. Can you now answer some of the questions you posed for yourself in your Journal as you read the novel? Were you correct in your predictions? Did you describe the characters accurately? Are their motives clear to you now? Are the characters themselves believable? Do the incidents conclude logically?

JOURNAL

In your Journal respond to the following idea.

Write a comparison of yourself at the beginning of your reading of *To Kill a Mockingbird* and now at the end. What understandings do you have now that you didn't have at the beginning?

Activity 2: Victims



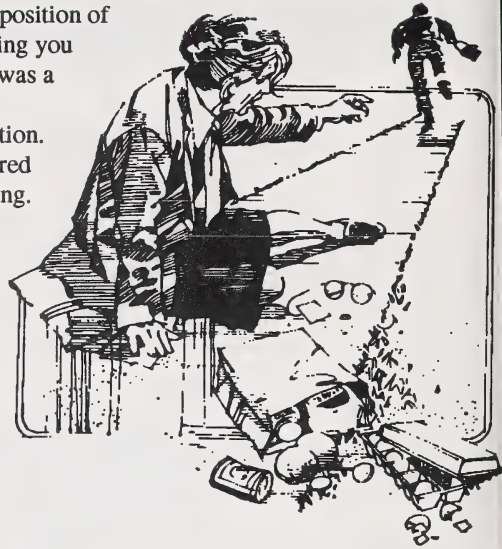
One concept that you should consider as you complete your reading is that of victimization.



What is a victim? Is it someone who is sacrificed? injured? destroyed? Can it be a person who suffers a loss of some sort? Is it a person (or animal) who's treated badly or taken advantage of? Look for pictures, articles, and stories that show people as victims. In what ways are they victims?

Pay attention to those who are victims in the movies and television shows you watch. Who are they? Are there any similarities among them? Who are victims in your community? What are they victims of and why?

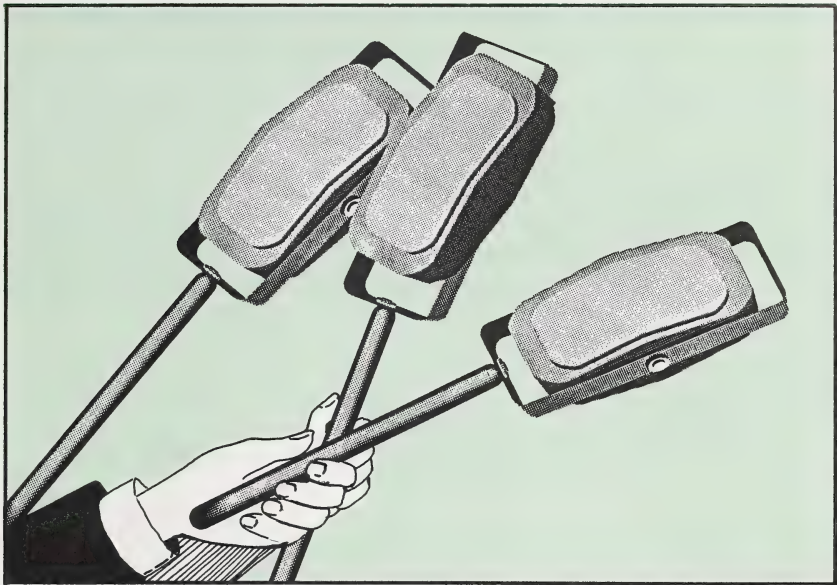
Have you ever been forced into the position of victim? Have you ever had something you valued taken from you? Perhaps it was a favourite toy. Perhaps a favourite grandparent didn't survive an operation. Perhaps your confidence was shattered by someone who accused you of lying. Perhaps you've been treated as though you're worthless. Or perhaps someone prevented you from succeeding because that person didn't like something about you.



JOURNAL

In your Journal respond to the following ideas.

1. Is there any victim in *To Kill a Mockingbird* with whom you identify – Tom Robinson? Boo Radley? Mayella Ewell? In what way? Imagine yourself to be this character and write what you feel about something that has happened to you. What solution do you see for yourself?
2. Boo kills Bob Ewell to save Scout and Jem. Scout tells her father that it would be a sin to put Boo through a trial – that it would be like killing a mockingbird. Imagine though that Boo is put on trial. Formulate a Journal response by doing **one** of the following suggestions:
 - Imagine that you're Boo. How do you feel about everything that has happened? How would you defend yourself?
 - You're a newspaper reporter. You have been sent by a major newspaper to interview Boo Radley. Your article is to be about Boo as a victim. What questions would you ask Boo? What might his answers be?



Activity 3: Sympathy



How does an individual react to another’s illness, sorrow, or troubles? The person suffering might seek medical help from a doctor or psychologist; he or she might talk troubles over with a minister or maybe call upon a friend to listen.

Knowing what to say to friends in a time of trouble can be very difficult. How do you do what Atticus suggests – put yourself in that person's place and try to understand what he or she is experiencing? Is it possible? Does it make you more sympathetic? Take a look at a few sympathy cards. Read the messages. Do any of them say what you would like to hear if you were to receive it? If you want, create your own message of sympathy.

Mrs. Dubose, Uncle Jack, Dill, Jem, Scout, Tom Robinson, Raymond Dolphus, Miss Caroline, Miss Gates, Atticus, Mayella and Bob Ewell, Aunt Alexandra – so many different characters! How do you feel about them? Which ones do you like? Why? Which ones do you feel sorry for? Why?



Several of the characters in *To Kill a Mockingbird* experience a loss or serious troubles. Do you sympathize with Mrs. Dubose? It must be lonely and sad for her to know that no one wants to visit. Is there anyone you know who lives a life like that of Mrs. Dubose?

Do you sympathize with Aunt Alexandra? Or is it possible to sympathize with someone so closed and narrow in her thinking? It's unfortunate, though, because being so narrow-minded means that there are people whom she may never get to know because she believes that a person's background determines that person's worth. Do you agree with her? Do you know of someone who would?

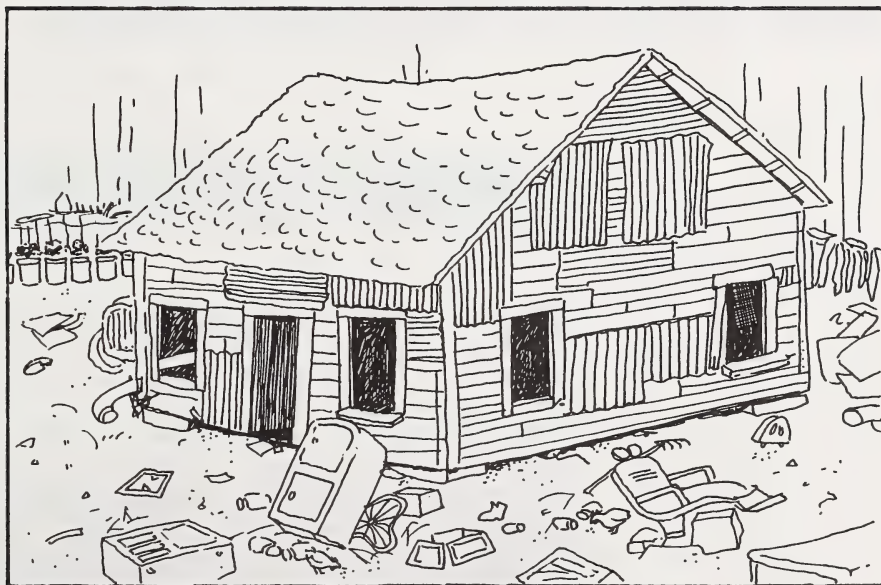
Do you sympathize with Tom Robinson and his wife and children? Do you know of others who have suffered this much because of prejudice and bigotry?

Do you feel sorry for Miss Caroline or Miss Gates? What do you think of them as teachers? Do you agree with them? Do you respect them?

What are your thoughts on Mayella Ewell? Surely her life is one of the saddest you've witnessed. She's had little education and has no mother. She lives in isolation in a shack in the woods. There are few people for her to talk to. She has several younger brothers and sisters to look after and an abusive father.

And what about Mayella's father? Can any of his behaviour be excused? He abuses Mayella physically and sexually. Because of this she lives in fear of him. What do you think of Mr. Ewell? How does he make you feel? Discuss your thoughts with at least one other person. Can Mayella be excused for lying about Tom Robinson? What makes her react this way? Can you understand her situation? What advice would you give her?

Do you think Bob Ewell has ever known the kindness of others? Has anyone ever taught him about respect for other people? What do you think about Bob Ewell's not being able to see Tom Robinson as a man of worth? Why can't Ewell see beyond his own bitterness towards the society he blames for wronging him? Whose fault is it that he lives in such poverty, that he lacks understanding for others? Is it his own? Is it society's?



JOURNAL

In your Journal respond to the following idea.

Explore your thoughts about Bob Ewell. What do you feel for him? How should he be dealt with? Would you have a doctor treat him? Should he be sent to jail?

When you read Chapter 25 did you notice how Scout reacts to all the different ideas about Tom's predicament? She feels sick about how some of the townspeople react. How do you feel about their reactions? How would the people in your community react to Tom's situation? Be honest about your predictions.

1. Scout begins slowly to understand what Tom Robinson was facing when he tried to run. What do you think it is that Scout comes to understand about his position?

Compare your response with the one in the Appendix, Section 3: Activity 3.

JOURNAL

In your Journal respond to the following ideas.

Scout comes to see Boo Radley from a different perspective; she changes her mind about him. Have you ever changed your mind about someone? Who was it? Explain how you changed your thinking and why.



I told Atticus that Boo should never be exposed to the whole town. It just wouldn't be fair to do that to such a shy, private person. I believed Boo did everyone in town a favour by getting rid of Bob Ewell. I was prepared to say Bob Ewell fell on his knife and I will stick to that story.

JOURNAL

In your Journal respond to the following ideas.

Do you agree with what Heck Tate does? Is he right to protect Boo out of sympathy? Are there times when lying is justified? If so, when?

2. In this society people supposedly grow up believing that the killing of an individual should never be tolerated. However, Atticus, a man of very high principles, agrees with Heck Tate about protecting Boo, who is, in essence, a murderer.

a. In what way does Scout respond to this decision to protect Boo?

[illegible]

Compare your responses with those in the Appendix, Section 3: Activity 3.

Activity 4: Maturing



"Why don't you grow up!"

"You're so immature."

"Why do my parents treat me like a baby?"

"Parents just don't understand."

"Why do parents always say that?"

"One minute they expect you to act grown up; the next minute they're telling you to grow up!"

Sound familiar? What does it all mean? What does it mean to grow up?

One sign that maturity has arrived occur when individuals experience an event and are able to think through their actions and the actions of others and come to realize why things were said and done the way they were. When individuals are able to understand others and themselves, they're displaying maturity.





In Part II of *To Kill a Mockingbird* (Chapters 12 to 31) there's much evidence that Scout is beginning to mature. Look at the changes that occur in how she feels and reacts to situations. Can you recognize the differences in Scout?

In the novel Scout relates her experiences from childhood that made her more aware of the world around her and caused her to mature.

JOURNAL

In your Journal write a story about an incident from your childhood that caused you to grow up in some way.



1. In Chapter 26 there are at least two clear indications that Scout has begun to mature. What are these indications?

Compare your response with the one in the Appendix, Section 3: Activity 4.



Heck Tate told me that as far as he was concerned Bob Ewell fell on his own knife and that Boo Radley should not be exposed for killing him. He said "taking the one man who's done you and this town a great service an' draggin' him with his shy ways into the limelight –" would be a sin. I was quite shocked. First of all, I couldn't get it out of my head that Jem had knifed Bob Ewell, or that's what I thought. But to know that Boo Radley did it to save my children ... I was overwhelmed. But Scout's reaction made me proud. My little girl was growing up.

JOURNAL

In your Journal respond to the following questions.

1. Have your parents ever complimented you on gaining a new, more mature understanding of something? Share your experience with one other person.
2. Who would you say is the most mature person you know? What things tell you this person is mature? How does this person behave? How does this person say things?

Readers of the novel watch Scout mature, but from the very start it's clear that she has a good role model in her father – a mature man of high principles who feels he must set good examples for his children to follow.

2. Turn to Chapter 30 in the novel. Find one or two quotations that show Atticus to be a mature man of high principles. Quote them here.

[illegible]

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Compare your responses with those in the Appendix, Section 3: Activity 4.

Follow-up Activities

If you found the activities difficult, you should complete the Extra Help. If you understand the concepts clearly, you should complete the Enrichment.

Extra Help

1. Sections 2 and 3 have dealt with the characters in *To Kill a Mockingbird* in more depth. In these two sections you worked with a number of quotations from the novel that helped describe the principal characters. Following are some more quotations taken from the novel. For each one identify what character trait is revealed about the speaker or the person being discussed.

- a. Atticus says,

Boo Radley. You were so busy looking at the fire you didn't know it when he put the blanket around you.

Here Boo Radley is shown to be _____

- b. Miss Maudie says,

Don't you worry about me, Jean Louise Finch. There are ways of doing things you don't know about. Why, I'll build me a little house and take me a couple of roomers and – gracious, I'll have the finest yard in Alabama ...

Here Miss Maudie shows she is _____

- c. Francis says,

Just what I said. Grandma says it's bad enough he lets you all run wild, but now he's turned out a nigger-lover we'll never be able to walk the streets of Maycomb agin. He's ruinin' the family, that's what he's doin'.

Here Francis shows he is _____

d. Tom says,

Yes sub. I felt right sorry for her, she seemed to try more'n the rest of
'em__

Here Tom shows he is _____

e. Heck Tate says about Bob Ewell,

He had guts enough to pester a poor colored woman, he had guts enough to
pester Judge Taylor when he thought the house was empty, so do you think
he'da met you to your face in daylight?

Here Bob Ewell is shown to be _____

2. Following is a list of adjectives describing different character traits. Select the adjectives that describe the characters indicated and write them in the spaces beside their names. More than one adjective can apply to any character.

Adjectives:

- | | | |
|-----------------|----------------|---------------|
| • moral | • cruel | • kind |
| • sentimental | • just | • fair |
| • immature | • mature | • gentle |
| • caring | • insensitive | • perceptive |
| • ignorant | • shy | • intelligent |
| • naive | • prejudiced | • mean |
| • compassionate | • manipulative | • lonely |
| • persuasive | • dishonest | • ambitious |
| • loyal | • frivolous | • sneaky |
| • dependable | • cynical | • greedy |
| • selfish | | |

Characters:

a. **Miss Maudie:**

b. **Atticus:**

c. **Bob Ewell:**

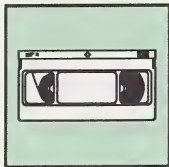
d. **Aunt Alexandra:**

e. **Boo Radley:**

f. **Calpurnia:**

Compare your responses with those in the Appendix, Section 3: Extra Help.

Enrichment

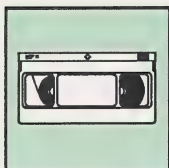


1. As mentioned earlier in this module, there is an excellent movie version of *To Kill a Mockingbird* available. If you can obtain it (most video-rental outlets should carry it), watch it.

While you watch, pay close attention to how each character is portrayed in the movie. Ask yourself whether the characterization is consistent with that in the book. Are the actors well suited to the characters they play?

Here are other questions to ask yourself as you watch the film:

- Does the movie capture the ideas of the novel?
- Does it stay true to the novel?
- Is the movie ending true to the ending of the novel?
- What are the similarities and differences?
- Is there something gained through the film version?
- Is there something lost through the film version?



2. You might like to create your own film version of a scene from the novel. Do you have access to a video camera and a VCR? If you do, try it out. Here are a few things to consider:

Characters:

- Who will you select to play the parts of your characters?
- What sorts of costumes will you select?
- How will your characters speak their lines?
- What behaviours will they show?
- What will your characters say?

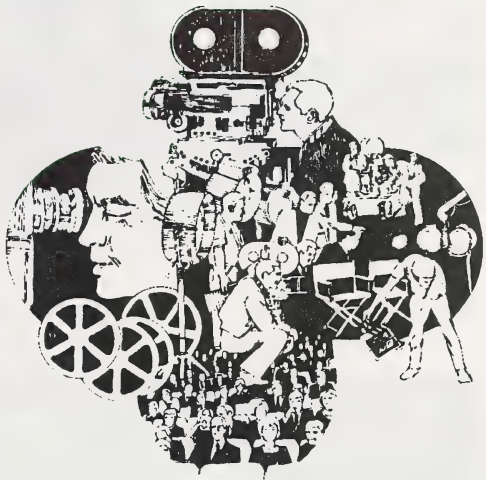
Setting:

- Where will you set your scene?
- Will you do indoor shots as well as outdoor shots?
- Will you shoot during the day or the night – or both?

Scenes:

- Which incidents will you present?
- Will you follow the order of the events in the novel?
- How will you connect your scenes together?

When you write your script, include instructions for how you'd like the characters to act and speak. Gather any costumes and props you'll need and then set up your scenes and tape them. Have a good time; it'll be fun.



Compare your ideas with those in the Appendix, Section 3: Enrichment.

Conclusion

This section has helped you put into place the final pieces of *To Kill a Mockingbird*. You've looked at how characters and incidents were shaped and how things were brought to a conclusion.

As well, you've explored the idea of victimization. Who are victims and why? Can a society that victimizes people be challenged and changed? You looked, too, at how the novel ended, and explored the problems of the characters; no doubt you felt sympathy for some but not for others.

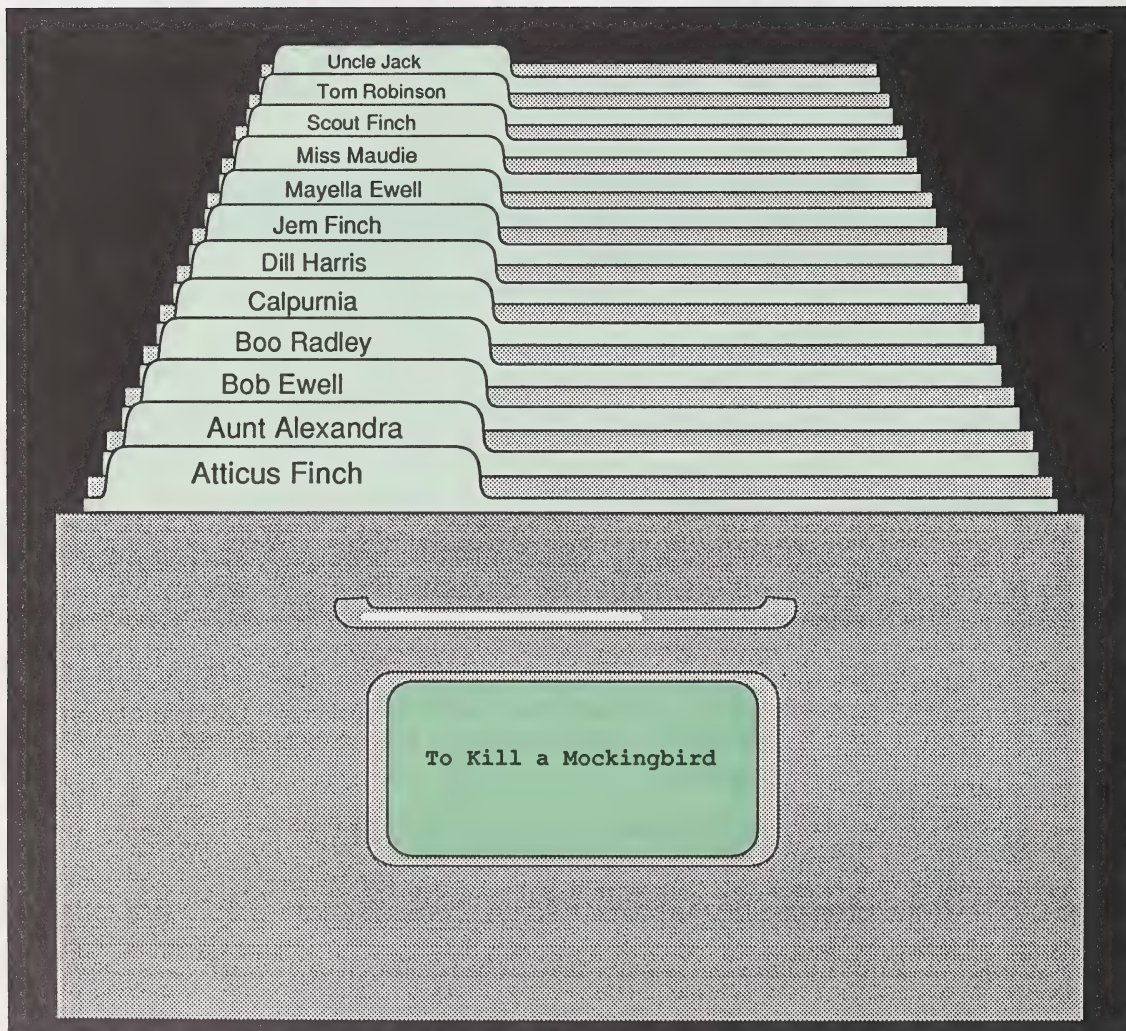
Finally, you looked at the process of maturation. You were able to see how various characters in the novel mature, thereby showing themselves to be dynamic. You looked at specific quotes and clues provided in the novel to help you explore the process of maturation.

ASSIGNMENT

In your Assignment Booklet complete the assignment(s) for this section.

SECTION

4



TO KILL A MOCKINGBIRD – OF INTEREST TO ALL



What have you learned about yourself and other people from reading *To Kill a Mockingbird*? This section will help you explore your own growth as a result of studying the novel.

What kinds of books do you like? What kinds do you dislike? This is something you've been asked to consider several times already in this course. Do you enjoy the same books that your friends do? Do you like them for the same reasons? As you further explore *To Kill a Mockingbird* in this section, you might find that your appreciation and enjoyment of the novel increases because of the new ideas you come across.

In previous modules you looked at point of view, style, and symbolism along with other techniques used by writers to make their works interesting and meaningful. In Section 4 you'll be looking at how techniques such as these are used in *To Kill a Mockingbird*.

Activity 1: Some Literary Techniques



In past modules you've examined a variety of techniques used by writers to make their work more interesting – things like symbolism, irony, imagery and so on. Like poets and short-story writers, novelists, too, use literary techniques in their writing. What you'll do now is look at a few used by Harper Lee in *To Kill a Mockingbird*.

Point of View

The author of *To Kill a Mockingbird*, Harper Lee, tells the story through the eyes of Scout by using the first-person point of view. As you'll remember, this perspective allows the author to become a character in the novel.

Scout is six when the story begins and about nine when it concludes.

Can you remember back to when you were six? What things can you recall? How did you see things as a six-year-old? as an eight-, nine- or ten-year-old? Can you remember what was most important in your life then? What stories can you tell from that time? If you tell a story about yourself, does the fact that you're telling it make it personal?



Harper Lee wanted the readers to see things through Scout's eyes. As a result, readers begin to understand the things that Scout reports better than she does herself. This is reminiscent of the short story you read earlier, "A Way out of the Forest" by Maara Haas. Think of how in that story you saw things through Rouga's eyes, but you understood them whereas she did not.

Have another look at how Scout sees some of the incidents that occurred in the novel. Scout's abilities at school indicate that she is intelligent and bright. Her reactions to things around her make her also seem sensitive and caring.

1. In telling the story, Scout reveals that despite her maturity in many ways she's still a small child. Provide examples of the ways in which she still behaves like a child.

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2. Inadvertently Scout reveals her naïvety about the world through her reactions to events that occur. One example is how she tells the story of the trial. Why might Scout be thought of as innocent in the trial scene?

Compare your responses with those in the Appendix, Section 4: Activity 1.

JOURNAL

In your Journal respond to the following ideas.

How did you feel about the outcome of the trial? Why? Have you ever read or heard about an innocent person being found guilty? Can you think of any examples of this occurring in recent years here in Canada? Explain your feelings about such an occurrence.



Style

Do you ever just sit and listen to a group of people talking? Do you notice whether or not they all have the same speech patterns? Do they use the same grammar or a similar vocabulary? Do any of them mispronounce or misuse words? Children speak differently than adults. Their vocabulary is basic and their sentences are very simple – if not poorly constructed or even just phrases. Quite often the sentences will be poorly constructed. Generally, as children mature, their speech patterns alter and become more complex. The way a person uses words and forms sentences is referred to as *style* – something you examined in your work on poetry in Module 5. You can tell a lot about people from their style of speaking.

For instance, Scout's innocence comes through in how she speaks. Harper Lee has created words and sentences for her characters that are suitable for their different personalities and backgrounds. Here's an example of how Bob Ewell speaks: "Wadn't no need to. I seen what happened." Does he speak like anyone else in the novel? What does his manner of speaking tell you about his background? While you're thinking about speech patterns, think back to Neffie in "Who Said We All Have to Talk Alike." Her experience in the story indicates the importance that's attached to different styles of speaking.



3. Explain how the speech of each of the following characters differs from Scout's.

a. Atticus:

b. Miss Maudie:

c. Mayella Ewell:

Compare your responses with those in Appendix, Section 4: Activity 1.

Symbolism



Another device that authors use in writing is symbolism – something you’ve already studied in Modules 3 and 5. A symbol, you’ll recall, is an object, person, or event that has a meaning greater than its literal meaning. For example, in some cultures the lion represents courage.

The olive branch and the dove are thought of as signs of peace. Do you know any other sign that symbolizes peace?



Even the letters of the alphabet are symbols that form words. There are signs that represent the zodiac, mathematical symbols for addition, subtraction, and so on, and even national symbols. Countries are represented by a flag and an animal or flower. You no doubt know that the beaver symbolizes Canada.

A B C

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A symbol in a novel or short story is an idea or object that is usually mentioned over and over so that you get the idea that the object is important.

Have you identified any objects in *To Kill a Mockingbird* that have symbolic value? The main and most obvious symbol in the novel is the mockingbird itself. Note how often the mockingbird is mentioned. But just what is a mockingbird and what does it symbolize in the book? A mockingbird is simply a bird that imitates the songs of other birds. To understand what it symbolizes, it’s necessary to examine a few references made to the mockingbird in the novel.



4. First, Atticus gives Jem and Scout air rifles for Christmas and then warns them never to shoot a mockingbird – that to do so would be a sin.

How does Miss Maudie explain Atticus’s warning?

5. Scout compares Boo Radley and Tom Robinson to mockingbirds. In what way is this an insightful and accurate observation about each of them?

a. **Boo Radley:**

b. **Tom Robinson:**

6. Given your answers to Questions 4 and 5 and the understanding you've gained through reading the novel, explain what you think the mockingbird symbolizes in the novel.

Compare your responses with those in Appendix, Section 4: Activity 1.

Activity 2: Ideas by Which to Live



– to thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.

– William Shakespeare

Inner sunshine warms not only the heart of the owner, but all who come in contact with it.

– Unknown

Those who bring sunshine to the lives of others cannot keep it from themselves.

– Sir James Barrie

Character is like a tree and reputation like its shadow. The shadow is what we think of it, the tree is the real thing.

– Abraham Lincoln

If you would get life's best, see to it that life gets your best.

– Unknown

It isn't the load that weighs us down – it's the way we carry it.

– Jo Petty

A little laugh is sunshine in a house.

– Unknown

The most I can do for my friend is simply be his friend.

– Henry David Thoreau

Kindness is a golden chain by which society is bound together.

– Unknown

Make new friends but keep the old; those are silver, these are gold.

– Unknown

An aim in life is the only fortune worth finding.

– Unknown

To be yourself is difficult but nothing is too difficult.

– Unknown

JOURNAL

In your Journal use the following questions to respond to the preceeding quotations.

Do any of these quotations have special meaning for you? What do they say to you? Do any of them point out something about yourself?

When you look for a birthday card, a Father's Day card, or any kind of card, you look for a message that says what you want to express. The message you choose says a lot about you.

Now that you've finished reading *To Kill a Mockingbird*, what have you learned about yourself through it? About other people?

The new understandings that are gained by reading a novel are a result of the main ideas that the author writes about in his or her work. These main ideas are the underlying thoughts or messages about life the writer wishes to convey to the reader. As you know, they are called *themes*, something you also studied in Module 3.

In what ways do you think *To Kill a Mockingbird* is realistic? In what ways are the people real? Are any of the characters like someone you know? The problems that exist in the novel could happen in almost any community. Think about the ones that could happen in yours.



Prejudice is bound to be at work in any community. It occurs in many different forms. It may be expressed through issues of gender or race, or it may be based on religious differences or economic status.

One of the main ideas in *To Kill a Mockingbird* concerns prejudice.

1. As Scout and Jem mature, they see that the people of Maycomb divide themselves into groups based on race, wealth, status, and religion. What do Jem and Scout think of each of these groupings?

a. **Race:**

b. **Wealth:**

c. **Status:**

d. **Religion:**

2. People often learn their values through examples. What do Scout and Jem learn about prejudice from Atticus's teachings and examples?

Teachings:

Examples:



Compare your responses with those in the Appendix, Section 4: Activity 2.

3. Harper Lee is definitely making a statement about prejudice in *To Kill a Mockingbird*. In a sentence or two express what you think she wants to convey to her readers regarding this issue.
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JOURNAL

In your Journal discuss whether the final events of the novel leave you feeling happy or sad and explain why.

Another theme in *To Kill a Mockingbird* concerns maturity. The novel tells the story of Scout's maturation. Each incident contributes to a new understanding that Scout has about herself and life around her.

4. Scout learns many lessons from different events and different people around her. Write about what she learns from each of the following people and events:

a. **Her teachers:**

b. **The Cunninghams:**

c. **The Ewells:**

d. **Boo Radley:**

e. The lynch mob and Tom Robinson's trial:

f. Dolphus Raymond:

g. Calpurnia and Reverend Sykes:

Compare your responses with those in the Appendix, Section 4: Activity 2.

JOURNAL

In your Journal respond to the following ideas.

1. Plot part of your own maturation process by outlining key incidents in your life. You can start at a certain age and then proceed year by year up to the present. What kinds of things did you realize through each incident?
2. What do you think? Was it harder to grow up in the Maycomb of 1935, or is it harder to grow up now in your community?



Another theme clearly present in *To Kill a Mockingbird* concerns itself with the presence of violence in society. Whites show prejudice towards blacks. In turn, Lula, a black woman, shows hostility towards Calpurnia for bringing Jem and Scout with her to First Purchase African M.E. Church. When a rabid dog comes down the street, Atticus must shoot it. Likewise Mr. Nathan fires a shot into the night when the children sneak into his yard. The mob wants to kill Tom Robinson.

5. Now think of the violence that comes from Bob Ewell. It is probably the worst, most vicious example of violence that occurs in the novel. How would you describe it?

Compare your response with the one in the Appendix, Section 4: Activity 2.

JOURNAL

In your Journal respond to the following ideas.

1. Atticus teaches his children that violence is never the answer, that people should use their heads and not their fists to settle a situation. Do you agree with Atticus? How do you usually respond?
2. Can you think of examples in the world where people have felt that violence is the answer – that it's their last resort or their only means of bringing about change because all other avenues have been blocked?

JOURNAL

In your Journal respond to the following ideas.

1. What have you learned about yourself by reading and studying *To Kill a Mockingbird*? Explain.
2. What have you learned about other people from reading the novel?
3. Not everyone likes the same books or the same things about a book. What did you like about this book? What didn't you like? Would you recommend the novel to others? What would you say to them about it?



Follow-up Activities

If you found the activities difficult, you should complete the Extra Help. If you understand the concepts clearly, you should complete the Enrichment.

Extra Help

1. On your own paper create a “character gallery” for some of the characters in *To Kill a Mockingbird*. Select at least four characters and think of how you’re going to present each one visually. Along with a portrait of each, collect and display symbols that are associated with that particular character – things that are important to each one. Here are some examples:

Scout	Jem	Boo
overalls	hole in tree	mockingbird

2. People are governed by a system of rules and laws. This system is what is known as a *code of ethics*. As you’ve seen, the present code of ethics in Maycomb is severely flawed, so you’re going to establish a new one for the town.

Create rules that cover freedom of speech, association, thought, religion, and so on. How would you want the people of Maycomb to behave in their dealings with each other?

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Compare your responses with those in the Appendix, Section 4: Extra Help.

Enrichment



1. Pretend you're Tom Robinson's lawyer and you're appealing his case. Build your case for his defence.

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2. With the help of your librarian, research the life of the American civil rights activist Martin Luther King, Jr. Focus on his famous speech “I Have a Dream,” and try answering these questions:
- Had Atticus lived through the 1960s when King spearheaded the civil rights movement, what part might he have played?
 - What would his impression of this movement have been?
 - What would he have been doing in Maycomb to convince the people to support King?



[illegible]

Compare your responses with those in Appendix, Section 4: Enrichment.

Conclusion

In this section you studied a few of the elements that the author used to convey her ideas in *To Kill a Mockingbird* – point of view, symbolism, and style. You also examined the themes presented in the novel. You then went on to identify the understandings you gained from the book about yourself and about other people.

What kind of an impact did the novel have on you? Did you like it? Why or why not? Would you recommend *To Kill a Mockingbird* novel to other people?

ASSIGNMENT

In your Assignment Booklet complete the assignment(s) for this section.

MODULE SUMMARY

The novel has been the focus for this module. You conducted your study by examining key ideas and threads of thought found in *To Kill a Mockingbird*. You looked at such aspects of the novel as character, setting, conflicts, plot, point-of-view, and symbolism. As well, you thought about issues arising from the novel – issues that deal with heroism, fear, courage, prejudice, and maturation.

You examined what you learned about yourself and others through the reading of *To Kill a Mockingbird*. Did the novel make a difference in your life? Your study will have been successful if *To Kill a Mockingbird* has given you a better understanding not only of yourself but also of those around you.

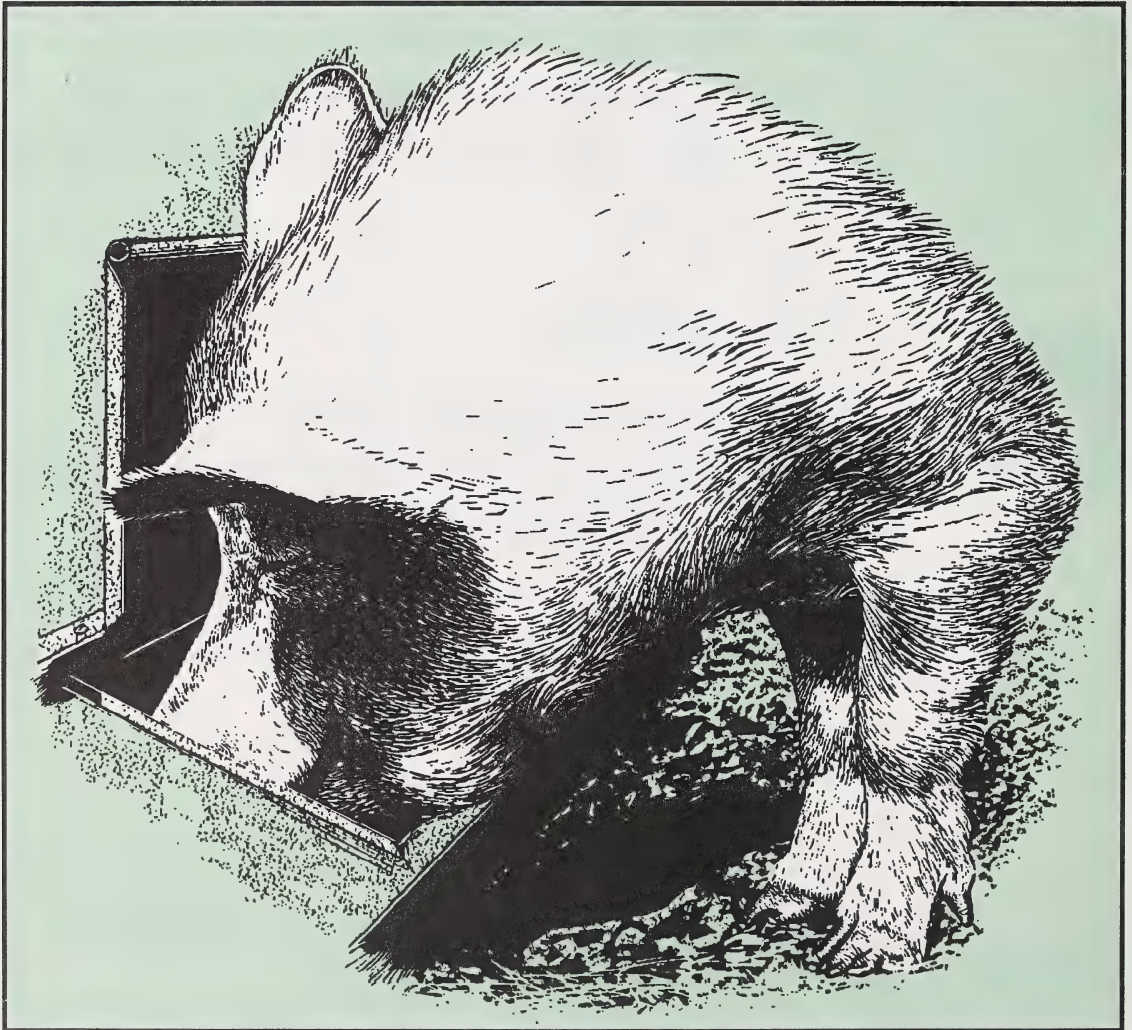
FINAL MODULE ASSIGNMENT

In your Assignment Booklet complete the final module assignment for this module.



SECTION

5



ANIMAL FARM – GETTING STARTED



You may well have heard of *Animal Farm* before encountering it in this course. Perhaps you've seen the animated movie version? Published in 1945, the novel was soon considered a classic political satire and even today it retains its freshness and relevance.

On the surface *Animal Farm* is a simple story about farm animals who overthrow the farmer and take control of the farm. When you read the novel, however, you'll see that its meaning goes much deeper; the novel is a modern-day fable that uses animals to reveal important insights into human beings and their society.

By the end of this section you should be able to

- understand the plot and make predictions
- understand the time and place in which the novel is set
- recognize who's who and what's what in the opening chapters of *Animal Farm*

Activity 1: Making Predictions



It's nearly ten o'clock! If I'm not home by ten, my mom will kill me.



I've got to study hard and get good grades or I'll be stuck in a dead-end job.



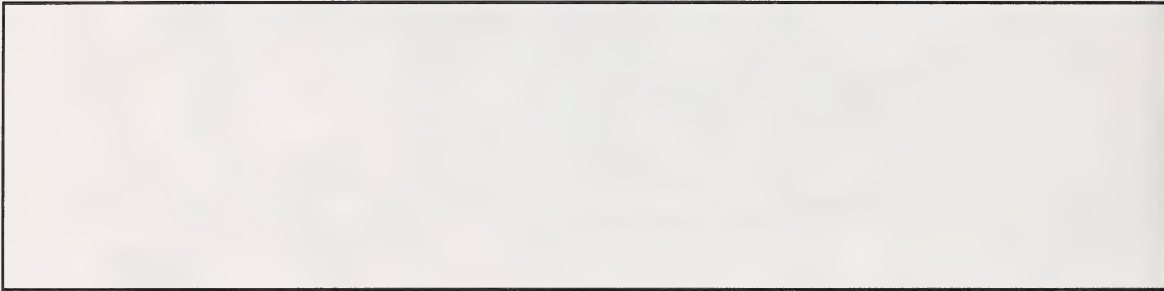
In each of these examples someone has an idea beforehand about something that's likely to happen in the future. Each is **predicting** what could happen at a later time.

What things can you predict? Can you predict what would likely happen if you were walking down an icy street with slippery shoes on?

Can you predict what would happen if you neglected your homework or forgot to study for an exam? Not only would you expect to feel awful in class, you'd also anticipate a lower grade.

Predicting: stating beforehand something that you think will happen in the future

1. Try making some predictions yourself. Following is a strip of cartoon panels. In the blank panel provided, draw what you think will happen next.



2. In Module 5 you studied a poem by Harry and Sandy Chapin called “Cats in the Cradle.” What predictions might be made about the future of the son and his family?

3. a. When you watch a movie or TV show, do you like to predict what will happen next?

- b. On what do you base your predictions?

Compare your responses with those in the Appendix, Section 5: Activity 1.

When you read a short story or novel, you can also predict what will happen next. You do so by paying attention to characters, setting, conflict, and dialogue.

As you work through *Animal Farm*, try to predict what might happen later in the novel based on what you know already about the characters and the events that have already occurred.

Activity 2: The Novel's Beginning

As in short stories, beginnings of novels are very in. Because of their length, novels are sometimes hard into, but there are techniques that help. One is to m notes as you read of the things that stand out about characters, events, and setting.

Stop and look at specific passages you read. What clues are given about the characters or about what will happen? Do any of these characters resemble people you know? Are their experiences similar to any that you've had or that you've seen in a TV show or movie?



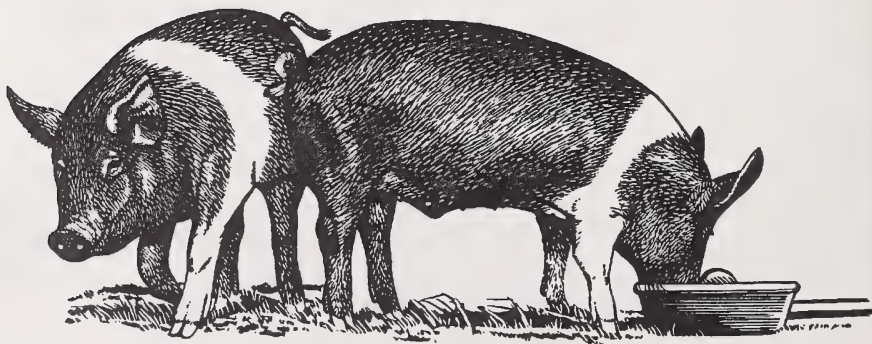
**Animal
Farm**

When studying the novel, it's important to pay close attention to its beginning. These first chapters introduce the major characters, the setting, and some of the main themes. They also provide clues about what direction the novel will take.

Now read the first two chapters of *Animal Farm*. Then answer the questions that follow in this activity. As you read, keep in mind that this is a story with more than one layer of meaning. If you stay entirely on the surface and think of the novel as nothing more than a tale about animals, you'll lose its significance. Keep asking yourself what parallels can be drawn between what's going on in *Animal Farm* and what goes on – and has gone on – in the world of human beings. Here are a few other things to think about as you read:

- Who are the characters? What do they do and say? What can you learn from them?
- What do the characters want? What do their desires tell you about themselves?
- What conflicts do the characters face? How do they deal with them?
- What are the characters' strengths and weaknesses? What inner qualities help them most? Which qualities might lead to their downfalls?
- What do the characters have to say about how life should be lived? What's said about how life should not be lived? What's said about how a person struggles with him- or herself or with others?
- What predictions can you make about what will happen in future chapters?

Now that you've read the first two chapters of the novel, you've been introduced to the characters. You've also witnessed the event that gets all the subsequent action going – the overthrow of Manor Farm by the animals.

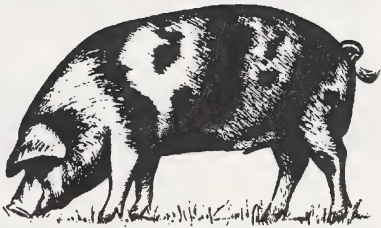


JOURNAL

In your Journal respond to the following ideas.

- 1. What similarities do you see between what’s gone on at Manor Farm and events that have occurred in human history? Can you provide examples?
- 2. What do you think of the story so far? What do you predict will happen later?

There are people in the world who have the ability to command respect. For whatever reason, others look up to them. Sometimes it’s because such people have extensive experience in the world and possess great knowledge and wisdom. Old Major is one of these “people.”



Because of his great wisdom, an ability to visualize, and his talent for using words well, old Major is able to persuade the other animals of Manor Farm to share his dream of overthrowing the farmer and taking control of the farm. The ability to persuade others is a powerful ability indeed.

JOURNAL

In your Journal respond to the following ideas.

Has anyone ever persuaded you to do something against your will? Did the person promise you nice things if you would just do this particular thing? Was it something silly and fun or something serious that you hated doing? How were you persuaded and by whom? Maybe you didn’t have a choice? Write a short story telling of this experience. How do you feel about it now?

Old Major made the animals believe that humans were their enemies so that if they got rid of humans, the animals would gain freedom and comfort. Did you notice the order in which the animals entered the barn for the meeting and where the animals positioned themselves? Some sat right in front of Old Major and listened eagerly. Others, like Benjamin, were reluctant to attend; the cat came last and did not even listen.



Can we infer from this that some animals were more open to being persuaded than others? Is the same true of human beings? Certainly we all feel pressure to conform to prevailing ideas, but do you see some people as being more resistant to this pressure than others? Are there people around you who are like the cat? Are you like the cat yourself? Or do you see yourself as one of the other animals?

Peer pressure is something that people of all ages have to deal with. It takes courage to stand up for what you believe in. There are, though, people who do go against what the majority of other people do or say to stand up for their convictions. They could be called individualists.

JOURNAL

In your Journal respond to the following idea.

Think of individuals in your life who have inspired you because they stood up for their convictions. Select one of these individuals and tell what that person is like – what his or her convictions are. If this person has made a difference in your life, describe how and why.

There are, then, individuals who inspire others to do their best, like old Major does. There are also those like Napoleon and Squealer who, as you will see, manipulate people for their own benefit, and so often bring out the worst in others. And then there are those like the cat who remain indifferent no matter what happens.

JOURNAL

In your Journal record some of the points that arise from the following discussion.

In a discussion with another person, compare and contrast how you act with each of the following people:

- your parents
- your friends
- your teachers
- others in your community

Activity 3: The Story's Setting

You should remember from Module 3 that the term *setting* refers to the time, place, and situation in which events in a piece of literature occur. Are you aware that by creating their settings very carefully, writers provide clues about events that happen or are going to happen?



1. Each of the following examples deals with a different time and place. Naturally, the time and place have a huge bearing on what happens in a story. For each scenario, what are some likely events that could occur?

a.

Time:

- summer, 1965
- evening

Place:

- in the back alleys of Harlem in New York City

b.

Time:

- spring, 2041
- two-month period

Place:

- inside a space ship in another galaxy

c.

Time:

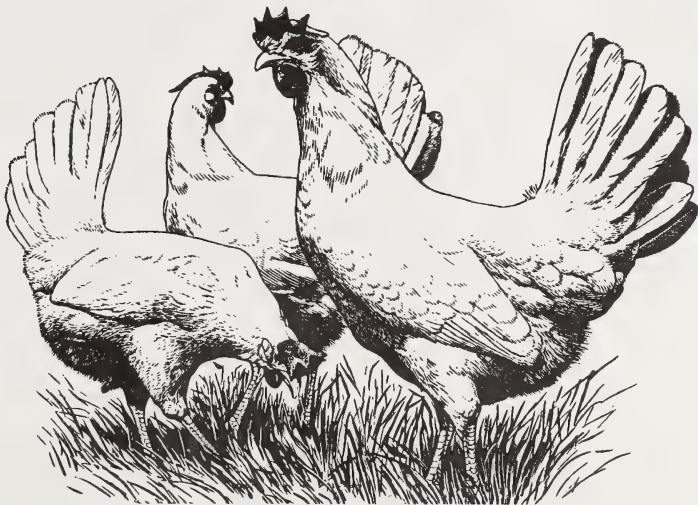
- fall, 1990
- afternoon

Place:

- on a farm near High River

2. The story takes place on Manor Farm, which becomes Animal Farm. In what ways is this setting particularly isolated?

3. In what ways might the isolation of the setting be important to the future development of the story?



4. As you’ve probably come to realize, Manor Farm represents a country – a country in which the ruling class is overthrown by the people and a republic established.

Why is Orwell’s choice of setting appropriate for this comparison? In other words, what similarities exist between a farm and a nation ruled by a monarch or a small ruling class? Can you draw any parallels between the two?

Compare your responses with those in the Appendix, Section 5: Activity 3.

Propaganda: the deliberate spread of opinions and beliefs through planned methods

You’re probably familiar with the word **propaganda** – the deliberate spreading of opinions and belief systems by way of planned methods. The doctrine of Animalism, as developed at Manor Farm, is part of a propaganda campaign.

The pigs create Animalism to arouse pride in the animals, to make them feel that they’re unique and special. However, Animalism is based on a fear of humans as the ever-present enemy.

5. What is there about the physical setting – the farm – that makes it particularly susceptible to propaganda?

6. Propaganda is generally characterized by very simplistic right-versus-wrong thinking. Find evidence of this sort of thing in the doctrine of Animalism.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Compare your responses with those in the Appendix, Section 5: Activity 3.

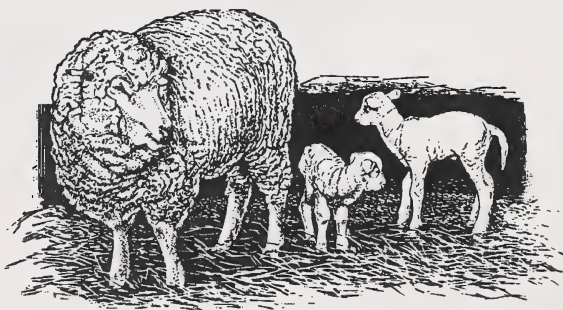


Activity 4: The Characters



The characters in *Animal Farm* can all be easily envisioned as people. What kind of people would they be? Do they fit any kind of type? Can you think of any specific historical figures to which they correspond? Some, as you'll see later, seem to have been created with specific historical figures in mind.

1. Following is a list of various character types. For each type fill in the name of a character from the novel who seems to exemplify it.
 - a. a solid, dependable worker: _____
 - b. a sceptic: _____
 - c. a visionary prophet: _____
 - d. a weak, corrupt ruler: _____
 - e. a loner: _____
 - f. a shallow, vain flirt: _____
 - g. a leader: _____
 - h. a sly double-talker: _____
 - i. an outsider: _____
 - j. a protective mother-figure: _____



Compare your answers with those in the Appendix, Section 5: Activity 4.

JOURNAL

In your Journal respond to the following ideas.

How do you feel about the animal characters you've encountered so far? Which ones do you trust? Which ones do you think will try and take advantage of the others later on? Give reasons.

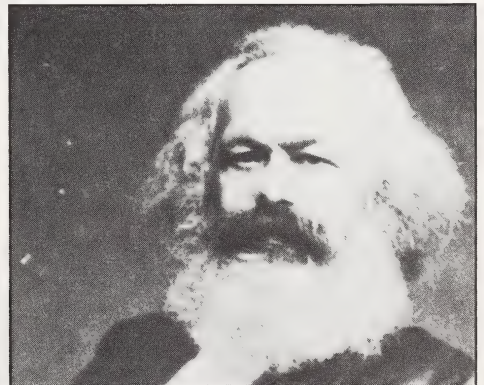
Satire: a literary work that uses humour or ridicule to attack an existing state of affairs

Animal Farm is a **satire** – a literary work that uses humour or ridicule to attack a particular situation and thereby bring about change. You'll examine the satirical aspects of the novel in greater detail later. What's important now, though, is to remember that George Orwell was pointing out flaws and dangers in human society when he wrote *Animal Farm*. He was warning us about what can happen – and, indeed, has happened in some countries – when people aren't using their powers of critical thinking – powers you worked at developing in Module 4.

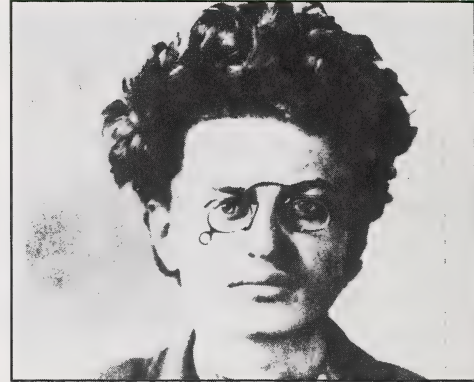
Though it's a mistake to think that *Animal Farm* is only about one specific historical event, it is safe to say that Orwell was thinking of the Russian Revolution of 1917 when he wrote the book. This was the revolution that brought a communist government to power in Russia. Like the revolution at Manor Farm, the Russian Revolution was motivated by ideals of equality, the dismantling of the class system, and the end of tyranny; however, it didn't quite work out as the original revolutionaries had imagined.

2. Keeping in mind the contribution of the Russian Revolution to the writing of *Animal Farm*, look at the following list of people who played important roles in the revolution. Identify which animal in the novel is based, to some degree at least, on each person. To do this, you may have to predict what's going to happen later in the story.

- a. **Karl Marx:** a thinker who foretold the day when the people would rise up and overthrow those who oppressed them



- b. **Leon Trotsky:** an intellectual and military leader who did much to organize the revolution and establish the new egalitarian state
-



- c. **Czar Nicholas II:** the ineffectual hereditary ruler of Russia overthrown by the rebellion
-



- d. **Joseph Stalin:** the tough, hardened leader who later took charge of the newly created Soviet Union and turned it into a police state entirely under his control
-



Compare your responses to those in the Appendix, Section 5: Activity 4.

Follow-up Activities



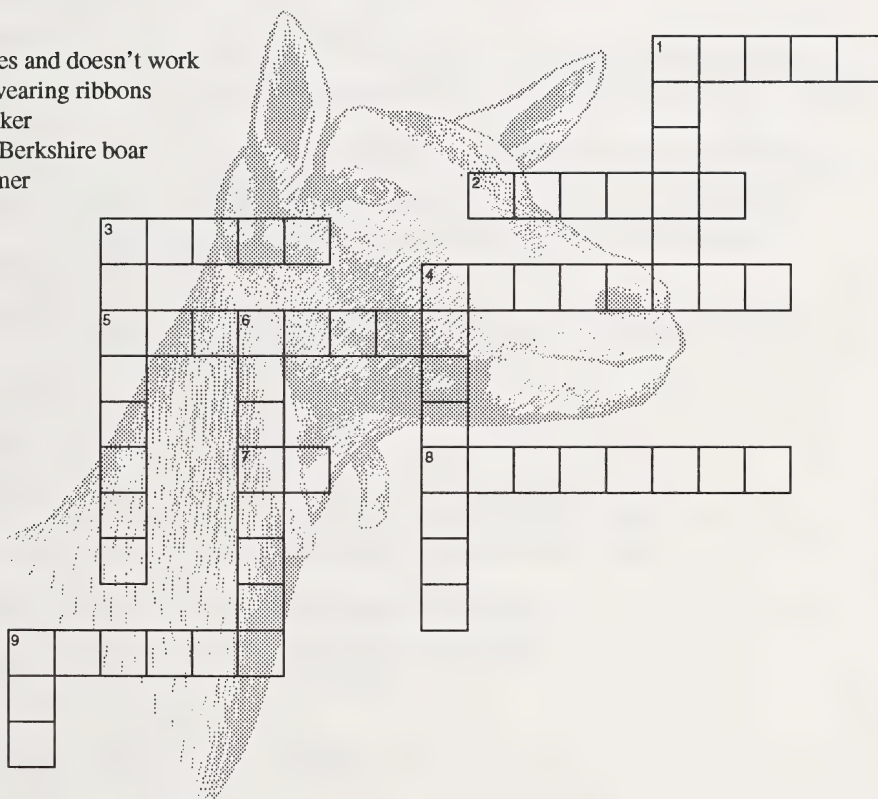
If you found the activities difficult, you should complete the Extra Help. If you understand the concepts clearly, you should complete the Enrichment.

Extra Help

1. Demonstrate your understanding of the characters in the first two chapters of *Animal Farm* by completing the following puzzle:

Across

1. an animal who tells tales and doesn't work
2. a character who likes wearing ribbons
4. a fast-talking, little porker
5. a large, fierce-looking Berkshire boar
7. _____ Jones, the farmer
8. one of the dogs



Down

1. a white goat
3. a character who seldom speaks and is often bad-tempered
4. an animal who is courageous in battle
6. the visionary
9. a character who votes one way one time, another way the next

2. The vocabulary list that follows consists of various terms that appear in the first two chapters of the novel. Test your comprehension by matching the definitions in Column B with the vocabulary in Column A.

Column A	Column B
_____ a. <i>News of the World</i>	i. a brother
_____ b. porker	ii. six feet high to the shoulder
_____ c. spinney	iii. large beets used as feed
_____ d. “Beasts of England”	iv. a breed of pig
_____ e. trotters	v. the main setting for the novel
_____ f. Queen Victoria	vi. very special place up in the sky
_____ g. boar	vii. pig raised for food
_____ h. paddock	viii. town near Manor Farm
_____ i. eighteen hands high	ix. small holes in a henhouse
_____ j. Berkshire	x. English monarch
_____ k. knacker	xi. a male pig used for breeding
_____ l. dissentients	xii. a popular English newspaper
_____ m. mangel-wurzels	xiii. the song in old Major’s dream
_____ n. pop-holes	xiv. the front hoofs of pigs
_____ o. animalism	xv. a small enclosure for horses
_____ p. Sugar Candy Mountain	xvi. those who do not agree with the majority
_____ q. comrade	xvii. the system of ideas set up by the pigs
_____ r. Willingdon	xviii. a person who buys old animals
_____ s. Manor Farm	xix. a small clump of trees

Compare your responses with those in the Appendix, Section 5: Extra Help.



Enrichment

- 1. Based on the information provided in the first two chapters of *Animal Farm*, draw a picture of the setting as you see it. Use your own paper for your drawing.
- 2. The first two chapters of *Animal Farm* provide material that would make an excellent opening dialogue for a TV series. In the space provided write a five-to-ten-minute opening script for the series. Here’s an example of what your dialogue should look like. Note that camera shots as well as dialogue are included.

Camera close-up on YIELD sign. Then pull back to show three eleven-year-olds on bicycles riding toward camera full tilt.

Gerry: I win! I win!

Gina: Not fair! You cut me off ...

The scene should deal only with the opening chapters. What events occur in them? Which characters appear? What do they say and do?

You might then cast some of your friends or family to play the parts. If you wish, record your opening scene on audiocassette.



This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Compare your responses with those in the Appendix, Section 5: Enrichment.

Conclusion

This section should have helped you get into *Animal Farm*. You’ve read the opening chapters and met many of the characters. You’ve become acquainted with some of these characters, established their connections to each other, and identified both the major and the minor characters. You should have determined by now which characters will provide leadership.

With the knowledge you gained in the first chapters, you should be able to make predictions about future happenings. You’ve seen that setting plays a big part in the events that occur in a novel. Who are the people in that setting? How do they affect other individuals in it?

With the foundation you’ve established in Section 1, you’re set to jump into the rest of the novel with both feet.

ASSIGNMENT


There is no assignment for this section.

SECTION

6



ANIMAL FARM – ALL ABOARD



All passengers travelling to *Animal Farm*, the flight for England leaves in half an hour. Boarding through Gate 18. Have your boarding passes ready.

What if a famous writer arrived in your community and was about to write a novel? You have been selected; your life story is going to be the focus of the book.

Look around you. Who are the important people in your life? What are they like? What impact have they had on you?

What events have you witnessed during your lifetime? What were the struggles? Have you known pain? Have there been people who intimidated you? Have you ever been manipulated by someone? Have you ever been judged unfairly?

How would you describe the other people who will participate in your story? What motivates them to act a certain way or to say certain things? Now that you've identified instrumental people in your life, think about how you would describe them. What is your community like?

Such is the stuff of novels.

In this section you'll be reading a good portion of *Animal Farm*. You'll be responsible for reading Chapters 3 to 8 – first Chapters 3 to 5 and then Chapters 6 to 8.

By the end of this section you'll be much more familiar with the characters and their relationships to each other and have a firm understanding of the plot. You'll have looked at how the author presents the characters. How are they described? What motivates them to act and speak as they do? You'll have a lot of things to think about as you work through this section.

Activity 1: Napoleon the Dictator



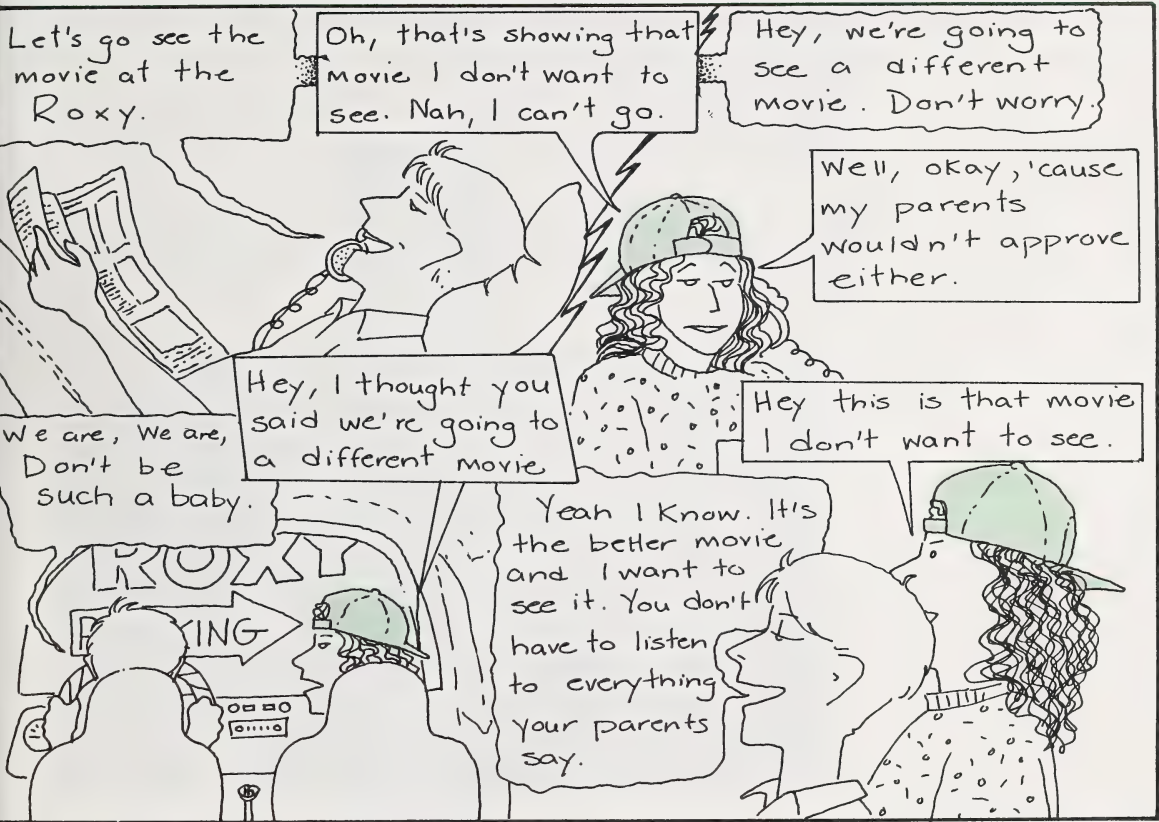
Animal Farm

First of all, read Chapters 3 to 5 in *Animal Farm*. Then continue with this activity.

What do you know about Napoleon Bonaparte? You may not know a great deal, but you probably are aware that he was French (actually, he was from the island of Corsica, and spoke French with a thick accent), that he lived a couple of centuries ago, and that he was one of the most successful conquerors the world has ever known.

Did you know, however, that Napoleon gained supreme power in France by stepping into the confusion that followed the French Revolution and taking charge? A revolution that overthrew a king and established a republic quickly became, under Napoleon, the means of setting himself up as emperor and dictator of France.

If you knew all this, when you began reading you probably expected Napoleon the boar to set himself up as the sole ruler of the farm like Napoleon Bonaparte did in France. Obviously, George Orwell didn't choose the name randomly. How Napoleon the pig obtains power, however, is very different from the way Napoleon Bonaparte became emperor of France. Bonaparte relied mainly on daring and military brilliance; Napoleon the pig uses trickery, deceit, and cunning to achieve his goals. As mentioned earlier, Orwell based his character Napoleon most closely on the Soviet dictator Joseph Stalin.



How would you feel if a friend of yours made decisions for you that you didn't agree with? What would you do? When individuals set out to do things that may not be approved by others, they may resort to sneaky and underhanded methods to get what they want. Some people may not even notice when they're being used in such a way. Did you notice how Napoleon uses an underhanded plan to take over Animal Farm? He manages to get rid of Snowball by catching the other animals off-guard.

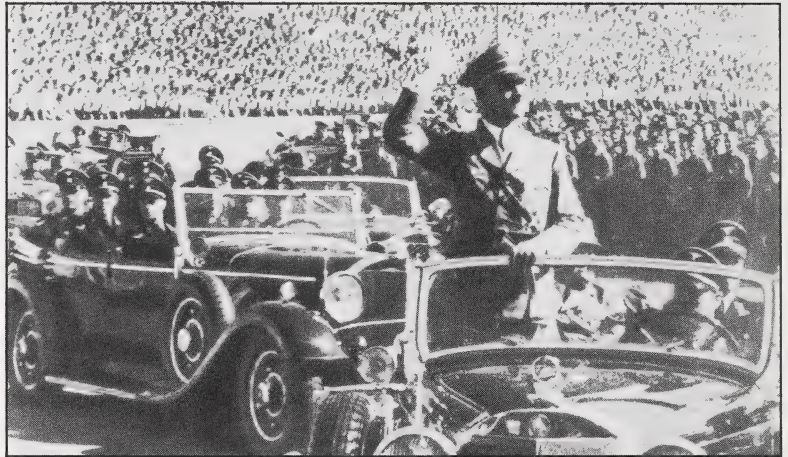
JOURNAL

In your Journal respond to the following idea.

With another person discuss a time when either of you was fooled or tricked by others. What methods were used to fool you? How did you feel? Write a paragraph or two about your experience.

During the Second World War the German leader Adolph Hitler blamed Jewish people for many of the world's problems and so set out to exterminate them. Many people believed his views and cooperated with his plans for genocide. Hitler obviously was very persuasive; huge numbers of people suspended their powers of critical thinking and followed him. As a result, millions of Jewish people were killed.

Hitler was a dictator; he more or less singlehandedly controlled his entire country. Dictators often rely on force and cruelty to carry out their goals; Hitler was no exception.



1. By the end of Chapter 5 you will have realized that Napoleon has become a dictator and seeks total control of the other animals. In what ways does Napoleon set out to become the sole ruler?

2. Napoleon uses cruel and devious means to change the animals' impressions of Snowball. Referring to Chapters 3 to 5, list several methods he uses to discredit Snowball. Record them in the chart that follows:

Chapter 3:	<hr/> <hr/> <hr/> <hr/>
Chapter 4:	<hr/> <hr/> <hr/> <hr/>
Chapter 5:	<hr/> <hr/> <hr/> <hr/>



Compare your responses with those in the Appendix, Section 6: Activity 1.

JOURNAL

In your Journal use the following questions to reflect on people like Napoleon.

How do you feel about such people? How would you react if decisions were made for you? What if the decisions were particularly horrific? What would you do?

People in all societies have things that occur to them or around them that make them cautious and suspicious. Yet when something unusual happens, there may be those who remain unaware that anything out of the ordinary has occurred.

3. In *Animal Farm* how does Benjamin act toward the events that occur around him?

Compare your response with the one in the Appendix, Section 6: Activity 1.



Benjamin, you have no doubt noticed, acts with caution to things around him. Why do you think that is? Could it be age-related? Think of how older people behave in your community. Is Benjamin like them? After all, he is older than most of the other animals and has seen a lot more of the world. He isn't prepared to instantly accept new ideas. Do you think it's natural that caution increases with a person's age and experience? What role do you think people like Benjamin play in society? What would happen if there were no sceptics or critics?

4. As readers, we see what Napoleon is up to before most of the animals do. There are several things that happen in Chapters 3, 4, and 5 that give us clues that things aren't going just as they should. Some of these things are noticed and questioned by various animals. Others are things that only you, the reader, will have noticed. Can you identify some of these things?

a. Things the animals notice:

b. Things the reader notices:



Compare your responses with those in the Appendix, Section 6: Activity 1.

Activity 2: Characters and Motives

People Who Inspire Us

Sir Winston Churchill *Mother Theresa*
Terry Fox *Martin Luther King, Jr.*
Robin Hood *Joan of Arc*



Do some research on a few of the people whose names appear above.

What do you think these people have in common?

Sometimes you come across people who for some reason really inspire others. They may possess goodness or strength that makes you want to be like them or to do things they have done.

What particular qualities do the people you admire possess? What adjectives would you use to describe them? Can you think of other people who are similar? Clip some articles from newspapers and magazines about people who are working to make the world a better place. If you want, put together a presentation of these articles.

JOURNAL

In your Journal respond to the following ideas.

Are there people in your life who inspire you? Who are they? What do they do or say that makes you admire them? Select someone you admire and try to be like that person for a day. Do the kinds of things that person would do and say the kinds of things he or she would say. Afterwards write about the experience in your Journal. Did you succeed in being like that person? Why or why not?

Describing Others

When you meet someone who attracts you and whom you'd like to get to know, do you ask others if they know anything about this person? How do they describe the person to you? They might say things like the following:

- "She's a really nice person."
- "He's very caring and gentle."
- "She's kind of stubborn and self-centered."
- He just pretends to be nice; he's really a loud-mouthed liar."
- "She's a loyal friend, someone who can be trusted."
- "He's always happy; you never see him depressed or in a bad mood."



Authors often use precise words like these to describe their characters. However, they don't always describe characters directly. They may rely on dialogue between characters to reveal what someone is like. This means that the reader has to pay attention to what characters in a novel say about each other.

What adjectives would you use to describe yourself? What adjectives would describe your appearance and character traits? Are you brown-eyed? curly-haired? chubby? skinny? tall? Are you honest? sincere? kind? selfish? proud? happy-go-lucky? helpful? confident? concerned? dependable? naïve? too trusting? giving of yourself? Do you feel good about yourself?

How would you describe your family members or friends to others? How would you create a picture of someone with words so that a stranger would know the person just from your description? Think about your story-writing in Module 3 and how you went through the process of developing characters.

JOURNAL

In your Journal describe some of your friends and family. Be sure to select precise, accurate words.

Motives

There's usually a reason why a person says something or does something a certain way. The reason is called a **motive**.

Motive: the reason behind an action



1. All of the following people have to look for motives in different situations. Why would each group want or need to find motives in certain situations?

a. **police officers:**

b. **lawyers:**

c. **psychologists:**

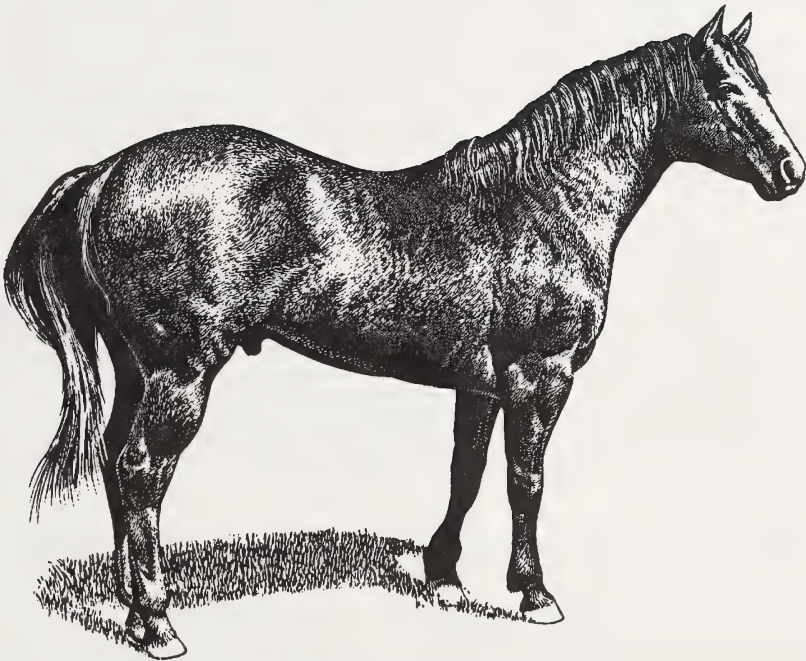
d. **parents:**

Compare your responses with those in the Appendix, Section 6: Activity 2.

As you read *Animal Farm*, think about the motives that various characters might have for saying or doing the things that they do. If you wish, write about these in your Journal. The following incomplete statements might help you to figure out motives for particular occurrences in the novel.

Looking for Motives

- Some adjectives stated that describe actions or expressions are ...
- The dialogues that explain something about a character are ...
- The actions a character commits are ...
- Some patterns I notice in this character's actions are ...
- Some quotations that are important are ...

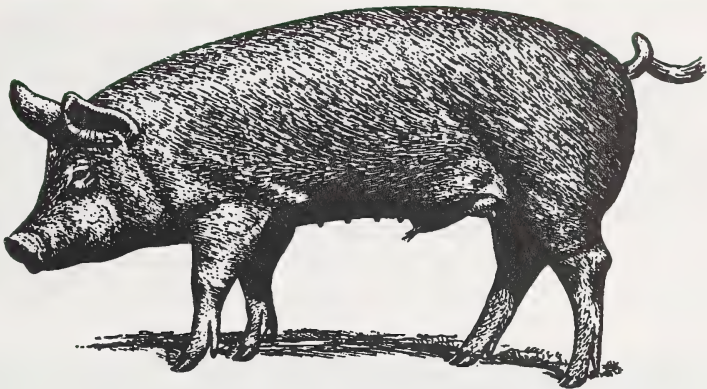


In *Animal Farm* there are several animals who deserve to be admired and respected by the others. For example, Snowball shows an active interest in the well-being of the other animals. Boxer and Clover are two more examples. Not only do they serve with patience and unquestioning loyalty, but they are completely unselfish and always sympathetic to the other animals.

2. a. In Chapters 3 to 5 Snowball shows that he possesses qualities that would inspire the other animals. He demonstrates these qualities on several occasions. What things does he do for others? List them here.

- b. Find some quotations from the chapters you've just read that describe Snowball directly and write them here. What motive is revealed by each one?

Quotations	Motives
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>



3. Boxer and Clover possess qualities that make them good examples to the other animals. List some of the ways in which they serve to inspire others.

Compare your responses with those in the Appendix, Section 6: Activity 2.

JOURNAL

In your Journal respond to the following ideas.

1. Pretend you're Boxer. Using appropriate adjectives, write a description of Snowball as you see him. Provide examples and evidence to support what you say.
2. Which animal in *Animal Farm* do you admire most? Explain why.

As you read, keep making notes about the characters you come across. Record specific adjectives that are used to describe any character. You also might jot down quotations that reveal or explain what a character is like or things that one character says about another. These are good methods that readers can use in order to obtain information about characters.

As you become more involved in the plot, you'll probably want to comment on what certain characters are doing and speculate about, or predict, the results of their actions. If you find it helpful, focus on their relationships with others in the novel and how these relationships remind you of situations you've experienced yourself.

Activity 3: Struggles and Values



These are values many people consider to be of utmost importance in their lives. Perhaps some or all of them are values that you also regard highly. The values a person possesses reflect what that person's character is like. Values are what people will struggle to defend.



When people struggle to defend their beliefs or to achieve their goals, they may have to struggle against the ideas of others. How they go about this struggle is also an important measure of people’s characters. These personal struggles form the basis of most novels.

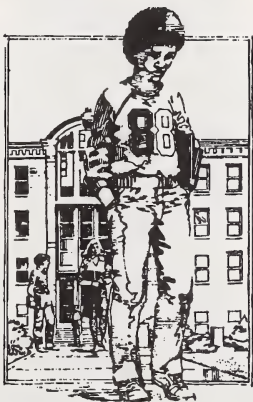
Struggles don’t always arise between people but sometimes exist within a person. If you happen to be very stubborn, you may have to struggle with yourself as well as with others. Or you might struggle with yourself if you have fears that prevent you from achieving what you desire.

A major struggle that unfortunately many people encounter in their lives is carried on against those who are prejudiced against them.

JOURNAL

In your Journal respond to the following idea(s).

Think about a struggle or conflict you’ve had with someone else – perhaps with parents, friends, or neighbours. What was the struggle about? Did it extend over a period of time, or was it just a quick argument? What caused it? Explain any feelings you had at the time of the struggle or that you have now as you look back on it.



1. Recognizing the struggles that others experience often helps you identify your own. State at least one struggle you feel each of the following characters faces.

Snowball	<hr/> <hr/> <hr/>
Napoleon	<hr/> <hr/> <hr/>
Boxer	<hr/> <hr/> <hr/>
Clover	<hr/> <hr/> <hr/>
Mollie	<hr/> <hr/> <hr/>
Squealer	<hr/> <hr/> <hr/>

2. How does each of the preceding characters handle the struggle(s) you’ve identified? Is this a constructive or destructive way to react?

Snowball	<div></div> <div></div> <div></div>
Napoleon	<div></div> <div></div> <div></div>
Boxer	<div></div> <div></div> <div></div>
Clover	<div></div> <div></div> <div></div>
Mollie	<div></div> <div></div> <div></div>
Squealer	<div></div> <div></div> <div></div>

Compare your responses with those in the Appendix, Section 6: Activity 3.

JOURNAL

In your Journal respond to the following idea.

Select one of the characters in *Animal Farm* who you feel handles struggles well. Write about this character and his or her struggles. What are the reasons for your choice?

**Animal
Farm**

Before going on to Activity 4, read Chapters 6 to 8 in *Animal Farm*.

Activity 4: Cruelty and Manipulation



Utopia: an imaginary society in which people live in perfect peace and harmony

Manipulate: control, or try to change, another for one's own purposes

The revolution at Manor Farm occurred chiefly because of old Major's vision of a society in which everyone would be equal and all would work for the common good. Cruelty and exploitation would no longer exist. A **utopia** would be established in its place.

As you've seen, though the new society begins well, things don't work out as old Major envisioned them. Napoleon begins to **manipulate** – or use – the other animals to achieve his own ends. Gradually, under the guise of working for Animal Farm and ensuring that the dreaded Jones never returns, Napoleon does as all dictators do – he consolidates all power in his own hands.

JOURNAL

In your Journal respond to the following ideas.

1. How did you react to Napoleon's power takeover. Were you surprised? Explain.
2. Do you think it's possible for any society to be truly utopian, or will greed and hunger for power always be present?

As Napoleon turns Animal Farm into a dictatorship and police state, the animals begin to suffer deeply. They work sixty-hour weeks and are expected to volunteer to work on Sundays as well. They unwittingly believe, though, that it's all for their own good. It's apparent that the animals have become slaves, but they see themselves as working to better their lot.

Some of the incidents the animals experience are acts of the most vicious cruelty.

Napoleon's desire to control and manipulate others is made apparent by his training of the nine dogs to do his bidding. When he calls in the dogs to run Snowball off the farm, they are fierce in their attack. They're loyal only to Napoleon. Do you notice how all the other animals have begun to be fearful?



1. Are there other cruel acts committed against individual animals? List examples that stand out in your mind and explain them briefly.

Compare your response with the one in the Appendix, Section 6: Activity 4.



You are getting sleepy...your eyes are getting tired...close your eyes and listen only to what I say...in a few minutes you will be sound asleep...you are very tired...you will do only what I say...you are tired...you are sleepy...go to sleep...listen only to my commands...at the snap of my fingers you will rise and do as I say...you will do everything I say.

Have you ever been hypnotized? Do you think it happens so easily? Have you ever heard the speculation that people can't be hypnotized unless they want to be? Can you remember a time when you were fooled by someone? Perhaps someone took advantage of you? Did you play any part in it?

Note how easily Napoleon is able to manipulate the animals. It takes them a long time to recognize what's happening to them. It's as if they've been hypnotized by Napoleon. Something has gone wrong with their world, but they don't clue in to what it is. They've suspended their ability to think critically. Many of the animals have such a solid belief in the goodness of other animals that they don't see how any of their members could actually take advantage of them and seek to gain control over them. In this way they are very naïve.



2. Some animals in particular demonstrate the highest quality of goodness. Give some examples of those you feel would best exemplify this goodness. Explain why you feel they serve as examples to others.

Compare your response with the one in the Appendix, Section 6: Activity 4.

Napoleon exhibits his cruelty through the lies and deception that he feeds to the animals. He uses Squealer as an instrument for spreading his lies and convincing the animals. They believe what he says. This is another example of the use of propaganda – something you looked at briefly in Section 5, Activity 3. He then uses his dogs to instil fear in them.

How many people have you met who are unhappy about something and constantly blame others for their unhappiness? Perhaps they've failed at something or feel inferior to others in some way. But many people don't see, or refuse to see, that the fault might lie within themselves.

Such people often find others to blame instead. In this way they don't take responsibility for their actions.

For example, a student gets a poor mark on an exam because she didn't study. Instead of recognizing the fact that she failed because she didn't study, she blames the teacher or the exam. She is using a **scapegoat**; or, in other words, using someone or something else to blame for her problems. This is called **scapegoating**. People who scapegoat refuse to accept responsibility for their own actions. Do you notice how Napoleon does the same thing by deliberately putting the blame for everything that happens on Snowball?



***Scapegoat:** a person or thing made to bear the blame for the mistakes of others*

***Scapegoating:** making and using scapegoats*

Scapegoating has been a huge part of the manipulative techniques used by twentieth-century dictatorships. Not only do scapegoats take the blame when things go wrong; they also serve as enemies to be feared. There's nothing like the fear of an outside enemy, even if it's imaginary, to bring people together in support of a leader who promises protection. Hitler used Jews as scapegoats. Stalin used those outside forces who, he claimed, wished to overthrow the revolution.

JOURNAL

In your Journal respond to the following ideas.

1. Draw cartoons in which you show examples of people blaming others for problems in society. Think about situations that could happen in school, at home, or in your neighbourhood. You can probably also think of situations in which the provincial or federal government is blamed for problems; for example, a person might blame the GST because he or she lost a job, even if the reason was poor performance at work.
2. Examine your own life. Can you think of any situations in which you may have made others into scapegoats so as to avoid blame for things for which you were, in fact, responsible.



3. Examine how Snowball is made into a scapegoat by tracing Napoleon's lies about him from Chapters 6 to 8. Mention some of these lies here:

[illegible]

Compare your response with the one in the Appendix, Section 6: Activity 4.

Napoleon, Squealer, and the dogs are representative of the worst kind of cruelty. By contrast, Boxer and Clover represent those people in the world who are sensitive, sympathetic, and compassionate towards all others, good or bad. They're faithful, trusting, and highly respected. Unfortunately their own goodness allows them to be easily manipulated by those who are less scrupulous.



JOURNAL

In your Journal respond to the following ideas.

There are many ways to spread propaganda. It can be done through advertisements, speeches, slogans, television shows, and newspaper and magazine articles. Like an advertiser selling a product, a good propagandist needs to be a quick thinker and an expert with words.

Imagine that Napoleon has chosen you to be his spokesperson. He wants you to write his speeches and create his slogans. Write ads, slogans, or short speeches to convince others of the following ideas:

- The animals will have an excellent retirement program if they work hard before their retirement age.
- Animalism is the only system.
- Napoleon is the natural leader for the animals.



Activity 5: Fear and Courage



What things were you frightened of when you were little? Are there people or things that frighten you now? Just what is fear?

Fear, of course, is the painful feeling that comes over people when they feel threatened. Sometimes a perceived threat is well known, but often it's the unfamiliar and strange that frightens people most.

Courage is the opposite of fear. It involves a toughness of mind about principles, morals, and beliefs that makes a person face pain, threats, or dangers with a head-on determination.

Think of a few movies and television shows you've seen in which people were fearful (try to avoid cheap horror flicks). What were the situations? Can you describe the fear? Have you experienced similar situations? How did you act in them?

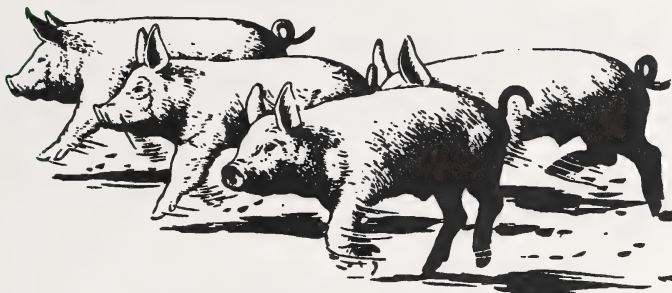
Think now of movies and television shows in which people displayed courage in the face of problems and dangers. What situations did the people face? How did they face them? How difficult was it to be courageous in the face of such difficulties?

Finally think about people in your own life who have shown fear and/or courage. How do you feel about the people in either situation?



1. Read the quotations that follow, each of which shows an example of courage or of fear. Then select **one** of them that shows courage and **one** that shows fear, and write a paragraph for each in which you explain the fear or courage and suggest some reasons for it.
 - i. When the boulder began to slip and the animals cried out in despair at finding themselves dragged down the hill, it was always Boxer who strained himself against the rope and brought the boulder to a stop. To see him toiling up the slope inch by inch, his breath coming fast, the tips of his hoofs clawing at the ground, and his great sides matted with sweat, filled everyone with admiration.

- ii. The four young pigs who had protested when Napoleon abolished the meetings raised their voices timidly, but they were promptly silenced by a tremendous growling from the dogs.



- iii. When they were all gathered together, Napoleon emerged from the farmhouse, wearing both his medals ... with his nine huge dogs frisking round him and uttering growls that sent shivers down all the animals' spines. They all cowered silently in their places, seeming to know in advance that some terrible thing was about to happen.
- iv. At this sight the animals' courage returned to them. The fear and despair they had felt a moment earlier were drowned in their rage against this vile, contemptible act. A mighty cry for vengeance went up, and without waiting for further orders they charged forth in a body and made straight for the enemy.

a. fear (paragraph _____): _____

b. courage (paragraph _____): _____

2. At the Battle of the Cowshed, Snowball showed a great deal of courage. Later, as part of his plan to discredit Snowball, Napoleon gradually “changed” Snowball’s role in the battle until it seemed as though he hadn’t shown courage at all – very much the opposite, in fact.

George Orwell was very concerned by how dictators often rewrite history in order to make it suit their ends. Just as Napoleon discredits Snowball, so did Joseph Stalin discredit Leon Trotsky. Do you think it’s possible through propaganda to change people’s memories – to make them believe that things happened differently from how they remember them? Explain your answer.

Compare your responses with those in the Appendix, Section 6: Activity 5.

JOURNAL

In your Journal respond to the following ideas.

1. If you were talking with a stranger, how would you define fear and courage? What examples would you give to explain your definitions?
2. Imagine that you were able to visit Animal Farm. What would you teach all the young animals about fear and courage? What would you say to Boxer and Clover or Napoleon and Squealer about these things?

Follow-up Activities

If you found the activities difficult, you should complete the Extra Help. If you understand the concepts clearly, you should complete the Enrichment.

Extra Help

- 1. In a satire like *Animal Farm* the names of characters are often significant. Earlier in this module you looked at the significance of the name Orwell chose for the boar Napoleon.

Following is a list of other characters' names. Suggest reasons why Orwell chose each of them.

a. old Major:

b. Squealer:

c. Boxer:

d. Snowball:

e. Moses:

f. Mr. Whymper:

g. Mr. Jones:

Compare your responses with those in the Appendix, Section 6: Extra Help.

2. Often people reread books they've enjoyed or certain chapters of such books. In this way it is possible to get a better understanding of characters and events. Select one or two chapters in *Animal Farm* and with at least one other person reread those chapters out loud. Discuss some of the passages together. What meanings does each of you get from these passages?



Compare your ideas with those in the Appendix, Section 6: Extra Help.

Enrichment



While it's a mistake to think of *Animal Farm* as nothing more than a satire on the Russian Revolution and its aftermath, it remains true that Orwell based the book to some degree on the events of that revolution and the people who were involved in it.

Find a book that covers the events of the Russian Revolution and the early years of communism in that country. Don't get a massive text that goes into great detail; all you need is an overview. Ask your librarian for help if necessary.

When you've got the book, look up the following:

- Karl Marx – his teachings, especially the *Communist Manifesto*
- V.I. Lenin
- Joseph Stalin
- Leon Trotsky
- Stalin's purges – especially the "Great Terror" of the 1930s
- five-year plans

List in point form some of the similarities you note between what occurred in the Soviet Union and the events of *Animal Farm*.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Compare your responses to those in the Appendix, Section 6: Enrichment.

Conclusion

In this section you studied the middle chapters of *Animal Farm*. You looked at the shaping of characters, the buildup of events, and the many causes and effects of these events.

You looked at how people may be unaware of what is happening around them, especially at the beginning of any experience. Sometimes things occur that seem to make sense only later on.

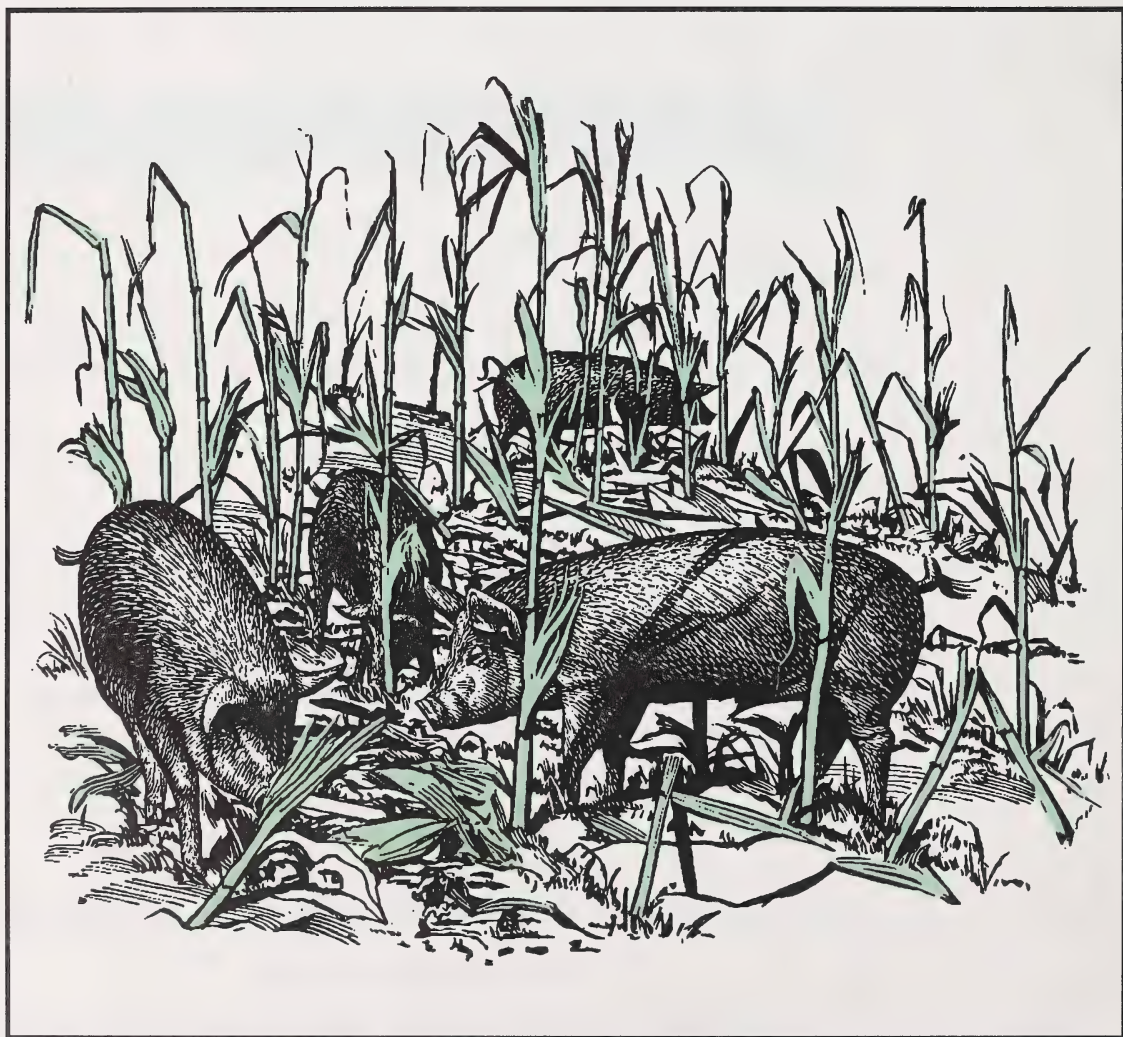
Values and the ways in which one struggles to maintain them were examined as well. Along with that you had an opportunity to evaluate the dynamics of manipulation – to look at who manipulates and who is easily manipulated. You thought about the painful experiences individuals are sometimes made to suffer. Through this, you should also have realized how easily a process that started off serving the needs of the group can so easily be diverted to serve the interests of only a few.

ASSIGNMENT

There is no assignment for this section.

SECTION

7



ANIMAL FARM – THE WHOLE PICTURE



When you began reading *Animal Farm*, did it feel as if you were beginning a thousand-piece puzzle? If you've ever actually put such a puzzle together, you know the feeling. Sometimes you feel bored, sometimes you feel enthusiastic, sometimes elated, sometimes frustrated! When you reach the end, however, you definitely feel a sense of achievement.

The same is true when you finish reading a novel. Through its characters you've actually participated in a complete experience. By the novel's end, like the characters themselves, you should feel that you've learned something – that you've gone through a complete process.

As you read the final chapters of *Animal Farm*, you'll be able to put the final pieces of the puzzle into place. At this point can you make some predictions about what will happen next? What do you think will happen to Boxer? Will the animals see the pigs for what they really are? Will Moses return? Do you think that old Major's vision will be realized by the end of the novel?

As you continue reading, don't forget to write in your Journal. In fact, you might want to respond in it right now to some of the questions that the introduction has just posed for you.

Activity 1: The Novel Ends



Animal Farm

Happy ending: an ending to a story in which the main character's objectives are achieved and things turn out well

Unhappy ending: an ending to a story in which the main character's objectives are not achieved and things end unpleasantly

Indeterminate ending: an ending to a story that seems incomplete; it is not clear which way events will go

Surprise ending: an ending to a story that consists of a twist or unpredictable occurrence

Before beginning Activity 1, finish reading *Animal Farm* (Chapters 9 and 10).

Experiences end in many ways. Novels record experiences, so obviously their endings also vary. When you studied the short story in Module 3, you saw a variety of story endings. If a story's main character achieves his or her objectives and things turn out well, you have a **happy ending**. If the main character meets with defeat or unpleasant circumstances, the result is an **unhappy ending**.

Sometimes the ending seems incomplete, and you're left to think about the possibilities the main character faces. It's as though you've been left suspended, not knowing which way the story will go. Such an ending is called an **indeterminate ending**. The outcome is not definite.

At times an author throws in a twist by putting in an unpredictable occurrence or creating an entirely unsuspected ending. This is called a **surprise ending**.

Think about the ending of *Animal Farm*. Does Boxer achieve the retirement for which he works so hard? Does he die in a hospital? Do the animals succeed in achieving their perfect society? Do they finally come to realize that they have been used? that they live in bondage? Would you agree the story has an unhappy ending?

Now that you've finished reading *Animal Farm*, turn to your Journal and thumb through it from the beginning. Can you now answer some of the questions you posed for yourself in your Journal as you read the novel? Were you correct in your predictions? Did you describe the characters accurately? Are their motives clear to you now? Are the characters themselves believable? Do the incidents conclude logically?



JOURNAL

In your Journal respond to the following idea.

Write a comparison of yourself at the beginning of your reading of *Animal Farm* and now at the end of your reading. What understandings do you have now that you didn't have at the beginning?

Activity 2: The Victim



One concept that you should consider as you complete your reading is that of victimization.



What is a victim? Is it someone who is sacrificed? injured? destroyed? Can it be a person who suffers a loss of some sort? Is it a person (or animal) who's treated badly or taken advantage of? Look for pictures, articles, and stories that show people as victims. In what ways are they victims?

Pay attention to those who are victims in the movies and television shows you watch. Who are they? Are there any similarities among them? Who are victims in your community? What are they victims of and why?

Have you ever been forced into the position of victim? Have you ever had something you valued taken from you? Perhaps it was a favourite toy. Perhaps a favourite grandparent didn't survive an operation. Perhaps your confidence was shattered by someone who accused you of lying. Perhaps you've been treated as though you're worthless. Or perhaps someone prevented you from succeeding because that person didn't like something about you.

JOURNAL

In your Journal respond to the following ideas.

1. Is there any victim in *Animal Farm* with whom you identify? In what way? Imagine yourself to be this character and write what you feel about something that has happened to you. What solution do you see for yourself?
2. Boxer realizes too late that he's not going to the veterinarian's but rather to the slaughterhouse. You are Boxer. Write what you feel the moment you realize you've been victimized.

Activity 3: Characters and Sympathy

How does an individual react to another's illness, sorrow, or troubles? The person suffering might seek medical help from a doctor or psychologist, talk troubles over with a minister, or maybe call upon a friend to listen.



Knowing what to say to friends in a time of trouble can be very difficult. How do you imagine what other people feel during difficult times? Can you put yourself in their position? Can you understand what they're experiencing? Does it make you more sympathetic? Take a look at a few sympathy cards and read the messages. Take note of those that say what you would want to hear if you were to receive it. Do any of them say what you would like to hear? If you want, create your own message of sympathy.

Animal Farm has a wide range of characters in a variety of situations. There are the hens, Snowball, Squealer, Clover, Boxer, Benjamin, Moses, the sheep, Muriel, Mollie, Boxer, Mr. Jones, Mr. Whymper, and Napoleon, to name a few.

What do you feel for each of the characters? Are there some you like and some you don't? Are there any you feel sorry for? Which ones?

JOURNAL

In your Journal write about the character in the novel that you sympathize with the most and explain why.



Under what conditions do the pigs force the animals to live? How would you react to the vicious dogs? How do you feel when the young pigs stand up to those in charge? They pay a heavy price for their stand. How do you feel about what happens to them? Have you ever known anyone to be so cruel? Have you known anyone who was treated so cruelly? Maybe you've been treated this way yourself. How did it make you feel?



What do you think when Snowball is driven out of Animal Farm by force? Is it fair that he's constantly blamed for everything that happens? Why was he chosen to be a scapegoat? How do you feel about Napoleon? What about his methods?

Napoleon uses some of the cruelest methods imaginable to maintain his power. He has no compassion when it comes to dealing with the other animals. Have you ever seen such cruelty in movies or television shows? Can you think of any examples of cruelty like this that have actually occurred in the world?



JOURNAL

In your Journal respond to the following idea.

Have you ever asked yourself how people could carry out incredibly cruel acts? If you want, discuss your ideas with another person.

Do you feel any sympathy for the animals who are easily persuaded by Napoleon to think that all their hard work will eventually give them freedom? The animals unquestioningly obey Napoleon and Squealer and accept everything they say. They continue performing their jobs without complaint even though they receive no rewards either. How does all this make you feel?

What do you think about the fact that everything the animals initially rebelled for will never come to be? In fact, the conditions have slowly become worse than they were under Mr. Jones' rule.

Notice how the pigs create a class society in which there are two groups. One group consists of the pigs, who become the ruling class with all the privileges and honours. They also get the education they need to maintain their dominance. The second class is made up of the other animals, who become the workers. They must slave without complaining.

JOURNAL

In your Journal examine the class structure of your community by responding to the following questions.

Are there those who have privileges? Are there those who are basically workers? Are there those who are homeless? Do people live in certain areas according to their economic status or education level? Do you notice any other groupings?



1. Boxer faces many tough situations. He's challenged by Napoleon and the dogs, yet he still maintains his loyalty toward Napoleon.

- a. In what way can Boxer be considered a true hero of *Animal Farm*?

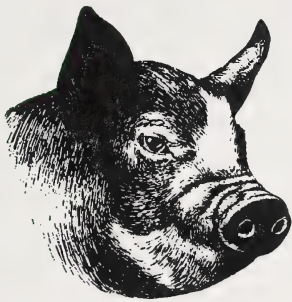


- b. Why might you feel sorry for Boxer?

- c. Why might you, by contrast, feel frustration and anger with Boxer?

- d. After Boxer is gone, the pigs dishonour him. What is it that they do?

2. In the final chapter you will probably find reason to sympathize with most of the animals on *Animal Farm*. The pigs commit the final betrayal of the other animals. What is it that they do?

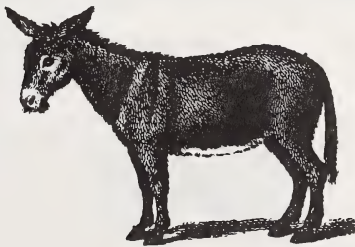


Compare your responses with those in the Appendix, Section 7: Activity 3.

JOURNAL

In your Journal respond to the following ideas.

1. Benjamin realizes that Boxer is not being taken to see the veterinarian as the pigs have said but rather to the slaughterhouse to be killed – yet he is unable to do anything. Put yourself in Benjamin’s position. Call a meeting of the animals. What would you tell them?
2. Can you imagine what Benjamin must feel? Have you ever been in a situation where you felt completely helpless and unable to do anything? Write about your experience.



Activity 4: Inferences and Point of View



In Module 3 you studied the different narrative points of view from which literary works are written. Take a few minutes to review that material now. Then answer the following questions.

1. a. From what perspective, or point of view, is *Animal Farm* written?

- b. Explain why Orwell might have decided to use this point of view.

Compare your responses with those in the Appendix, Section 7: Activity 4.

If you had problems identifying the narrative perspective, it's because *Animal Farm's* point of view is really a combination of the omniscient and objective. The narrator sees all, even into the character's minds, but rarely is the reader actually told what they're thinking. For the most part the narrator sticks to reporting objective, observable facts. This means that the reader is left to infer from the events described just what's going on at *Animal Farm*. Readers have to read between the lines.

2. Following is a list of three factual statements taken from the novel. For each, tell what inferences the reader is able – and expected – to make.

- a. (at the Battle of the Windmill)

Even Napoleon, who was directing operations from the rear, had the tip of his tail clipped by a pellet.

- b. Muriel read the Commandment for her. It ran: “No animal shall kill any other animal *without cause*.” Somehow or other, the last two words had slipped out of the animals’ memory. But they saw now that the commandment had not been violated; for clearly there was good reason for killing the traitors who had leagued themselves with Snowball.

- c. (after the pigs had been drinking in the farmhouse)

He called the animals together and told them that he had a terrible piece of news to impart. Comrade Napoleon was dying! ... As his last act upon earth, Comrade Napoleon had pronounced a solemn decree: the drinking of alcohol was to be punished by death.

By the evening, however, Napoleon appeared to be somewhat better, and the following morning Squealer was able to tell them that he was well on the way to recovery. By the evening of that day Napoleon was back at work, and on the next day it was learned that he had instructed Whymper to purchase in Willingdon some booklets on brewing and distilling. A week later Napoleon gave orders that the small paddock beyond the orchard, which it had previously been intended to set aside as a grazing-ground for animals who were past work, was to be ploughed up. It was given out that the pasture was exhausted and needed re-seeding; but it soon became known that Napoleon intended to sow it with barley.

Compare your responses with those in the Appendix, Section 7: Activity 4.



Making inferences as you just did in the previous questions is a crucial part of the reading process. You should be making inferences like these throughout the novel. In this way you're able to perceive things that the animals themselves don't understand.

Gradually, however, the animals themselves begin to make inferences about the real state of affairs on *Animal Farm*.

3. A change occurs in Clover as she begins to see things in a different way and to understand what's actually happening. In what ways does she show that she's changed?



- Find at least **two** examples of such clues and quote them. Then explain what they mean. Use the chart that follows for your answers:

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JOURNAL

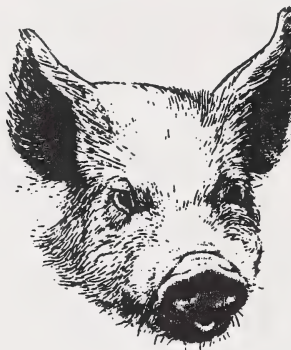
In your Journal rewrite the ending of the book as though you are Clover and now finally understand what's going on at Animal Farm.

Follow-up Activities

If you found the activities difficult, you should complete the Extra Help. If you understand the concepts clearly, you should complete the Enrichment.

Extra Help

1. The personalities of the characters in *Animal Farm* are revealed mainly by what they say and do. Here are some quotations taken from the novel. Decide what specific character trait is revealed by each one.



- a. Squealer says

“... The whole management and organization of this farm depend on us. Day and night we are watching over your welfare. It is for *your* sake that we drink that milk and eat those apples.”

Here Squealer is shown to be _____

- b. “I have no wish to take life, not even human life,” repeated Boxer, and his eyes were full of tears.

Here Boxer is shown to be _____

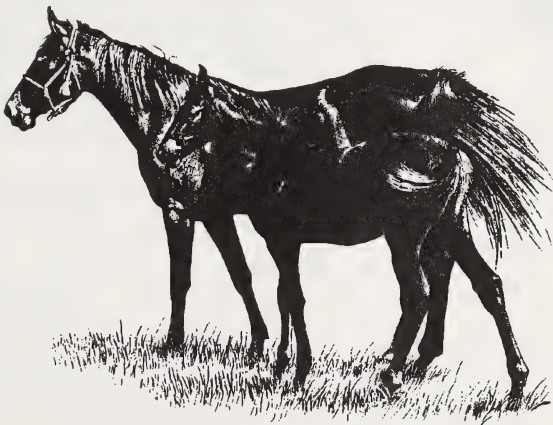
- c. Napoleon acted swiftly and ruthlessly. He ordered the hens' rations to be stopped, and decreed that any animal giving so much as a grain of corn to a hen should be punished by death.

Here Napoleon is shown to be _____

- d. Boxer says,
“I do not understand it. I would not have believed that such things could happen on our farm. It must be due to some fault in ourselves. The solution, as I see it, is to work harder. From now onwards I shall get up a full hour earlier in the mornings.”

Here Boxer is shown to be _____

- e. As Clover looked down the hillside her eyes filled with tears.



Here Clover is shown to be _____

2. Following is a list of adjectives and a list of characters from *Animal Farm*. Select the adjectives that best describe the personalities of the characters named and write them in the space provided. More than one adjective may apply to any character.

Adjectives:

- | | | |
|-----------------|----------------|---------------|
| • moral | • cruel | • kind |
| • sentimental | • just | • fair |
| • immature | • mature | • gentle |
| • caring | • insensitive | • perceptive |
| • ignorant | • shy | • intelligent |
| • naïve | • prejudiced | • mean |
| • compassionate | • manipulative | • lonely |
| • persuasive | • dishonest | • ambitious |
| • loyal | • frivolous | • sneaky |
| • dependable | • cynical | • greedy |
| • selfish | | |

Characters:

a. Napoleon:

b. Clover:

c. Mollie:

d. Boxer:

e. Benjamin:

f. Squealer:

Compare your responses with those in the Appendix, Section 7: Extra Help.

Enrichment

1. As you learned in this section, point of view is very important to *Animal Farm*. You could have fun experimenting with the perspective by changing it from an objective to a first-person viewpoint.

Pretend you're Napoleon. Recount some event in the novel from his point of view. Really take on his character and try to see and portray things as he would.



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2. In the preceding section, you looked at how Napoleon sets Snowball up as a scapegoat. Scapegoating is something Napoleon uses throughout his dictatorship.

Are dictatorships the only political systems that make use of scapegoats? Can you think of situations in the political life of Canada, Alberta, or your community in which scapegoating has played a role? If you can't think of any at the moment, keep your eyes open and see if you can spot it going on as you read the paper or listen to newscasts.

Compare your responses with those in the Appendix, Section 7: Enrichment.

Conclusion

This section has helped you put into place the final pieces of *Animal Farm*. You've looked at how characters and incidents were shaped and how things were brought to a conclusion.

As well, you've explored the idea of victimization. Who are victims and why? Can a society that victimizes people be challenged and changed? You looked, too, at how the novel ended, and explored the problems of the characters; no doubt you felt sympathy for some but not for others.

Finally, you looked at the point of view from which *Animal Farm* is told. You've seen how readers are required to make extensive use of their powers of inference to see what's really happening to the animals' "utopian" society.

ASSIGNMENT

In your Assignment Booklet complete the assignment(s) for this section.

SECTION

8



ANIMAL FARM – OF INTEREST TO ALL



What have you learned about yourself and other people from reading *Animal Farm*? This section will help you explore your own growth as a result of studying the novel.

What kinds of books do you like? What kinds do you dislike? This is something you've been asked to consider several times already in this course. Do you enjoy some of the same books that your friends do? Do you like them for the same reasons? As you further explore *Animal Farm* in this section, you might find that your appreciation and enjoyment of the novel increases because of the new ideas you come across.

In previous modules you looked at irony and symbolism along with other techniques used by writers to make their works more interesting and meaningful. In Section 4 you'll be looking at how techniques such as these are used in *Animal Farm*.

Activity 1: *Animal Farm* – A Fable

Sit down in front of a mirror.



Now take a good look at yourself. What feature do you like best about yourself? Your eyes? cheekbones? hair? What is your most interesting feature? Do you have freckles all over? A dimple? A mole on your left cheek? Is there some feature that makes you unique?

Examining your facial features should reinforce the fact that you're different from anyone else. There's something special and unique about you.

Authors create novels that are unique by using special features to interest their readers. Every novel has its own special features just as every individual has unique qualities.

Your special features – physical and mental – make you who you are. Similarly, writers use special techniques to create literary works that are unique and interesting.

Satire

It was pointed out earlier that *Animal Farm* is a satire – a literary work that makes fun of, or criticizes, something or someone, generally with the hope of bringing about a change for the better.

Cartoons are commonly used as a method of creating satire. A cartoon, for example, may satirize business tycoons by poking fun at their desire for money. Many editorial cartoons satirize politicians by representing their weaknesses or inefficiencies. Think of the cartoons you've looked at in earlier modules – one satirizing Canadian taxpayers and another the farm-debt crisis.

As you've seen, George Orwell wrote *Animal Farm* in part to criticize the rise of a communist dictatorship in the Soviet Union, and in part to warn us of what can happen if we let power fall unquestioningly into the hands of leaders that are power-hungry, selfish, and unreliable.



JOURNAL

In your Journal respond to the following idea.

Find examples of cartoons that satirize something about our society or those in it who have political or economic power. Paste them into your Journal and comment on them.

1. Up until now the satirical elements of *Animal Farm* that have been stressed are those based on the communist dictatorship in the Soviet Union. Thinking more broadly, however, you can see that Orwell was pointing out flaws in human nature, societies, and political organizations in general. Napoleon, for example, can be seen as an embodiment of such vices as deceit, a thirst for power, and cruelty. These vices can be found in many different forms, all over the globe.

Look at the other characters in *Animal Farm*. Suggest other human vices or weaknesses that you think Orwell was pointing out.



Compare your response with the one in the Appendix, Section 8: Activity 1.

Irony

One of the most important tools of a satirist – a person who writes satire – is irony. If you think back to Module 3, you’ll remember the three types of irony explained there:

- Verbal irony occurs when people say something different from – often the direct opposite of – what they mean.
- Dramatic irony occurs when the readers see what’s going on but the character in the story doesn’t.
- Situational irony occurs when things turn out differently from what both the readers and characters expect.

All three types of irony are present in *Animal Farm*, but the most important by far is dramatic irony. That’s because the reader is able to infer, or read between the lines, and see what’s really happening to the supposed utopia created at Animal Farm. The reader sometimes only receives small clues that things aren’t going to turn out as the animals expect. For example, one of the first clues is that the milk went missing at the end of Chapter 2. The tension that arises between what the reader sees and what the characters see is the essence of dramatic irony.

2. Read the following quotations from *Animal Farm*, each containing an example of dramatic irony. Explain the irony in each of them.
- a. Nobody stole, nobody grumbled over his rations, the quarrelling and biting and jealousy which had been normal features of life in the old days had almost disappeared. Nobody shirked – or almost nobody. Mollie, ... had a way of leaving work early on the ground that there was a stone in her hoof. And the behaviour of the cat was somewhat peculiar, ... when there was work to be done the cat could never be found.

Hint: This incident occurs early after the animals succeed in their rebellion.



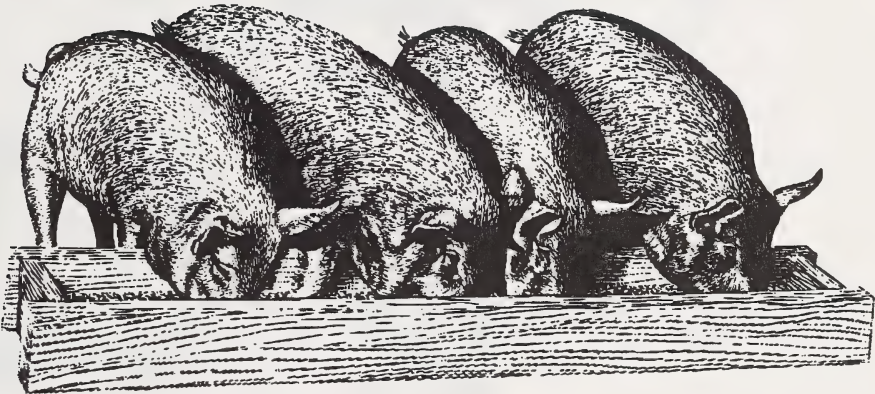
- b. [The cat] was seen one day sitting on a roof and talking to some sparrows who were just out of her reach. She was telling them that all animals were now comrades and that any sparrow who chose could come and perch on her paw; but the sparrows kept their distance.
-
-
-
-
- c. Afterwards Squealer was sent round the farm to explain the new arrangements to the others. "Comrades," he said, "I trust that every animal here appreciates the sacrifice that Comrade Napoleon has made in taking this extra labour upon himself. Do not imagine, comrade, that leadership is a pleasure! On the contrary, it is a deep and heavy responsibility. No one believes more firmly than Comrade Napoleon that all animals are equal. He would be only too happy to let you make your decisions for yourselves. But sometimes you might make the wrong decisions, comrades, and then where should we be? Suppose you had decided to follow Snowball, with his moonshine of windmills – Snowball, who, as we now know, was no better than a criminal?"
-
-
-
-
- d. It was about this time that the pigs suddenly moved into the farmhouse and took up their residence there. Again the animals seemed to remember that a resolution against this had been passed in the early days, and again Squealer was able to convince them that this was not the case. It was absolutely necessary, he said, that the pigs, who were the brains of the farm, should have a quiet place to work in. It was also more suited to the dignity of the Leader (for of late he had taken to speaking of Napoleon under the title of 'Leader') to live in a house than in a mere sty.
-
-
-
-

3. The main idea of old Major’s speech is expressed in this assertion:

And remember also that in fighting against Man, we must not come to resemble him. Even when you have conquered him, do not adopt his vices.

The pigs use the argument that the animals do not want Jones back to control them to justify their own behaviour and take over the farm.

The irony here is essential to the entire novel. Explain what’s ironic in old Major’s statement.



Compare your responses with those in the Appendix, Section 8: Activity 1.

In the beginning old Major imagines a world that is perfect. He makes the animals believe such a world exists. They dream of an ideal society where there will be freedom, where there will be enough food to eat and shelter for all, where there will be no pain or suffering. However, even though the animals work hard to achieve such a society, it’s made impossible by the pigs who work against them to create their own world. It becomes obvious that the pigs and the rest of the animals aren’t working together toward the same goal.

JOURNAL

In your Journal write about any situations you know of in which people work against each other and, in the process, create unhappiness.

Symbolism

Another device writers use frequently to make their work more effective and interesting is symbolism – something you looked at in Module 3. A symbol, you'll recall, is an object, poem, or event that means more than its obvious literal meaning. For example, for many people the lion represents courage while the olive branch and dove are signs of peace.

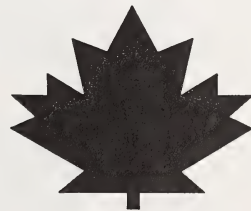


Do you know of any other symbols for peace?

Even the letters of the alphabet are symbols that form words. There are signs that represent the zodiac and letters that stand for elements in chemistry. Countries are usually represented by a flag and an animal, bird, or flower. You no doubt know that the beaver symbolizes Canada.

A B C

× – + ÷



4. The following can be considered to be symbols in *Animal Farm*. Suggest things that each might represent.

a. song “Beasts of England”

b. Seven Commandments:

c. house, whips:

d. green flag:

e. windmill:

Compare your responses with those in Appendix, Section 8: Activity 1.

JOURNAL

In your Journal respond to the following ideas.

Collect pictures of symbols that you can identify in your society. You might photograph some and draw others. Talk about the symbols with another person. Then write about them in your Journal.

Allegories and Fables

Animal Farm is a novel with strong messages about dictatorship, human behaviour, selfishness, and the betrayal of ideals – among other things. George Orwell could have easily expressed these views in an essay or a nonfiction book, as many others have. Instead, he chose to write a novel that would make his ideas clear to the discerning reader.

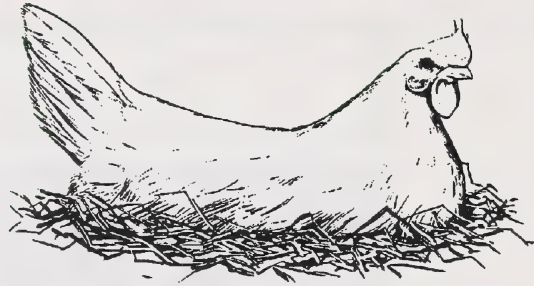
5. Why do you think a writer would choose to express ideas like Orwell's in a fictional form such as a novel rather than in nonfictional form?

Compare your response with the one in the Appendix, Section 8: Activity 1.

Allegory: a literary work in which a strong thesis is presented in fictional form and the characters represent abstract qualities

A literary work whose goal is to make a strong point more interesting and persuasive by presenting it in fictional form is called an **allegory**. In an allegory the characters represent moral qualities or concepts. In other words, the characters themselves are symbols.

As you've seen, on one level Orwell uses *Animal Farm* to represent the communist system in what was formerly the U.S.S.R. His animals represent people who played important roles in this system – people like Lenin, Stalin, and Trotsky. Communism promised the people an ideal society. All they had to do was work very hard. Communist leaders, however, (Stalin, in particular) became dictators who controlled the people and inflicted as much cruelty on them as Napoleon and Squealer do on the animals in *Animal Farm*.



At another level, however, the novel isn't just about what happened in Russia; rather, it's about human nature and experience in general. At this level Napoleon symbolizes the ever-present thirst for power; Boxer might represent honest, unquestioning loyalty; Mollie might stand for vanity and superficiality. This is a concept you were introduced to in Section 5 when you first encountered the characters of the novel. In Question 1 of this activity you were also asked to suggest what human vices and weaknesses Orwell was criticizing with the various animals on Animal Farm.

Do you remember reading stories like "The Fox and the Grapes" or "The Tortoise and the Hare"? The latter story, as you probably remember, tells of a turtle beating a rabbit in a race. The rabbit is extremely confident about beating the turtle so wastes time and in the end loses. There's a lesson that the turtle teaches in this story: going slowly and surely wins in the end.



Maybe you've read "The Fox and the Grapes," in which the fox decides that grapes he cannot reach must be sour anyway. Because of this story people often use the expression "sour grapes" whenever others who are unable to get what they want, claim they don't really want it anyway.

***Fable:** a short allegorical story, usually with talking animals as characters, that teaches a lesson*

Such stories are allegories. What distinguishes these allegories from others is the use of talking animals to teach the lesson. Thus they are called **fables**. The animals in fables represent different character traits – strengths or weaknesses – that teach people how to behave or not behave.

In *Animal Farm*, Boxer, for example, is loyal and faithful and works hard without complaining.



Many of the original fables were written by a Greek slave, Aesop, around 600 B.C. and are now collected in a book called *Aesop’s Fables*. You may have read this book as a child.

Animal Farm is a modern fable. Like any fable, it has a moral. Unlike Aesop’s fables, however, *Animal Farm* hasn’t got just one simple moral. It has many different messages, and, to a certain extent, is open to many different interpretations.

- 6. Assume, for the moment, however, that *Animal Farm* is a simple fable with one overriding moral. How would you express that moral in a sentence or two?

Compare your response with the one in the Appendix, Section 8: Activity 1.

The preceding question, of course, is really on the topic of theme. That’s what the next activity will focus on.

Activity 2: What You've Learned



– To thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.

– William Shakespeare

Inner sunshine warms not only the heart of the owner, but all who come in contact with it.

– Unknown

Those who bring sunshine to the lives of others cannot keep it from themselves.

– Sir James Barrie

Character is like a tree and reputation like its shadow. The shadow is what we think of it, the tree is the real thing.

– Abraham Lincoln

If you would get life's best, see to it that life gets your best.

– Unknown

It isn't the load that weighs us down – it's the way we carry it.

– Jo Petty

A little laugh is sunshine in a house.

– Unknown

The most I can do for my friend is simply be his friend.

– Thoreau

Kindness is a golden chain by which society is bound together.

– Unknown

Make new friends but keep the old; those are silver, these are gold.

– Unknown

An aim in life is the only fortune worth finding.

– Unknown

To be yourself is difficult but nothing is too difficult.

– Unknown

JOURNAL

In your Journal use the following questions to respond to the preceding quotations.

Do any of these quotations have special meaning for you? What do they say to you? Do any of them point out something about yourself?

When you look for a birthday card, a Father's Day card, or any kind of card, you look for the message you want to express. The message you choose says a lot about you.

Now that you've finished reading *Animal Farm*, what have you learned about yourself through it? What have you learned about other people?



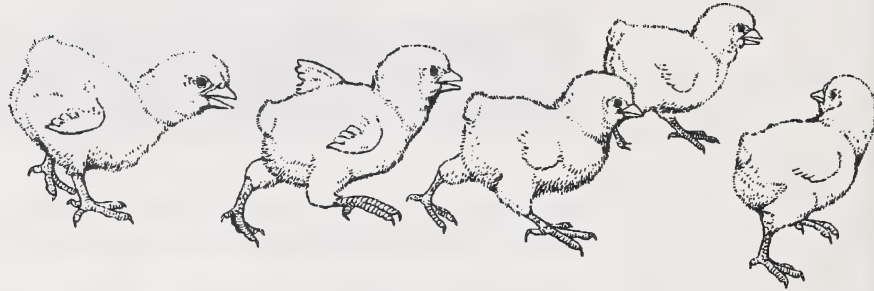
The new understandings that are gained by reading a novel are a result of the main idea that the author writes about in his or her work. These main ideas are the underlying thoughts or messages about life which the writer wishes to convey to the reader. As you know, such ideas are called *themes* – something you also studied in Module 3. What themes – what insights into life – does Orwell want readers to take away from a reading of *Animal Farm*? One seems to be about setting ideals and striving to achieve them.

How do you define failure? What does it mean if you say someone has failed? To some it means that person has neglected someone or something or just not done something. Some people think it occurs when people don't measure up to some set standard. Yet there are also people who don't believe in failure but instead think a person gains something from every experience, good or bad.

In *Animal Farm* old Major tells the animals about a dream he has had of the ideal society for all the animals.

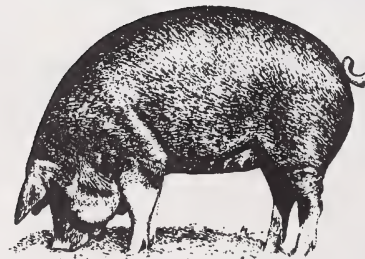
He sees a life of freedom and happiness. He tells the animals that humans are bad while animals are good, and that the animals must rebel against the humans to get their freedom. He fills the animals with enthusiasm. They work hard to establish their ideal society and yet they fail.

As you saw earlier, however, Major's ideas were flawed in that his thinking tended to be simplistic. By the end of the story it's certainly obvious that not all animals are good. Like humans they are both good and bad, selfish and giving. Because of this, perhaps the revolution he inspired was doomed to fail from the beginning.



1. a. Sometimes failure occurs because the original goal set was either too high or wasn't well thought out. Can you think of some reasons why the animals failed in their endeavour to create an ideal society?

- b. What do you think might be the lesson George Orwell is trying to teach about setting ideals?



2. Perhaps at times you have set goals for yourself that were impossible to reach. What examples can you think of that illustrate that individuals must think carefully about their goals – that they must realistically examine their own strengths and weaknesses first?
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Compare your responses with those in the Appendix, Section 8: Activity 2.

By the time the animals finally realize they’ve been misled, it’s too late. They’ve been working like slaves, conditions have deteriorated, Snowball has been scared away, cruelty has been inflicted on so many, and Boxer has been sent to the slaughterhouse before the animals finally see how foolishly they have been deceived by the pigs. They witness the pigs taking on the characteristics of the humans, abusing their power. They then finally realize that life on the farm is the same under the pigs’ rule as it was under the humans’ – if not worse. The animals have been betrayed by their own kind: other animals.

JOURNAL

In your Journal respond to the following ideas.

Find articles, clippings, pictures, and stories that tell of betrayals. Perhaps someone was handed over to an enemy. Maybe someone was unfaithful or disloyal, let another person down, or broke a promise or a confidence. Perhaps a parent abused a child. Discuss your examples with another person; then write about any experiences you may have had in which you were betrayed by someone.

Animal Farm is in part a story about freedom. What if you were not able to live in freedom – to do what you want and be what you want? Can you think of places in the world where people are not free?

JOURNAL

In your Journal respond to the following idea.

If you were to have your freedoms taken away, which one would you be least willing to give up? Why? Write about that freedom and explain why you wouldn't give it up for anything.

3. In *Animal Farm* George Orwell expresses his personal belief that one's freedom to think is the most important freedom of all; freedom of thought is the basis of all the other freedoms. How does Orwell convey this important idea in the novel?

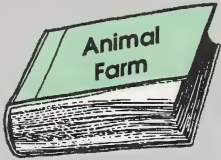
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Compare your responses with those in the Appendix, Section 8: Activity 2.

JOURNAL

In your Journal respond to the following ideas.

- 1. What things have you learned about yourself by reading and studying *Animal Farm*? Explain.
- 2. What have you learned about other people from reading the novel? Explain.
- 3. Not everyone likes the same books or the same things about a book. What did you like about this book? What didn't you like? Would you recommend the novel to others? What would you say to them about it?



Follow-up Activities

If you found the activities difficult, you should complete the Extra Help. If you understand the concepts clearly, you should complete the Enrichment.

Extra Help

- 1. Create a “character gallery” for some of the characters in *Animal Farm*. Select at least four characters and think of how you’re going to present each one visually. Along with a portrait of each, collect objects and pictures (you may draw them) of things that would be associated with each character. Here are some examples:

Napoleon	Boxer	Mollie
two legs	hoofs	ribbons
whip	windmill	

2. You've purchased Animal Farm and are going to create a justice system. Establish the rules you will put into place that will give all animals the following:

- equality
- fairness
- freedoms
- choices



What will your expectations of the animals be so that there is harmony on the farm?

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Compare your responses with those in the Appendix, Section 8: Extra Help.

In the Enrichment Activity in Section 6, it was suggested that you research the Russian Revolution and the creation of the communist dictatorship in the Soviet Union – a dictatorship that has only recently come to an end.

Choose another twentieth-century dictatorship (it need not still be in existence) and research it. See how many features reflect what Orwell portrayed in *Animal Farm*. Then write your observations in the space provided.

- China
- Nazi Germany
- Pinochet's Chile
- Castro's Cuba
- Nicaragua under Samosa
- North Korea
- Argentina under Peron
- East Germany
- Uganda under Amin
- Communist regimes in Eastern Europe or Central America
- Philippines under Marcos

[illegible]

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Compare your ideas with those in the Appendix, Section 8: Enrichment.



Conclusion

In this, the last section of Module 6, you explored the satirical, ironic, and allegorical qualities of *Animal Farm*. You examined this novel as a modern-day fable with a serious message to people about freedom, democracy, and independence.

You also identified the understandings you gained from the novel about yourself and about other people. You assessed the book. Did you like it? Why or why not? Would you recommend *Animal Farm* to others?

ASSIGNMENT

In your Assignment Booklet complete the assignment(s) for this section.



MODULE SUMMARY

The novel has been the focus for this module. You conducted your study by examining key ideas and threads of thought found in *Animal Farm*. You looked at such aspects of the novel as character, setting, conflict, plot, point-of-view, and symbolism. As well, you considered issues that arise from the novel – such as heroism, fear, courage, manipulation of others, and freedom.

You thought about what you learned about yourself and others through the reading of *Animal Farm*. You asked yourself whether the novel made a difference in your life. Your study will have been successful if *Animal Farm* has given you a better understanding of yourself and others.

FINAL MODULE ASSIGNMENT

In your Assignment Booklet complete the final module assignment for this module.

Appendix



	Glossary
	Activities
	Extra Help
	Enrichment



Glossary

Allegory

- a literary work in which a strong thesis is presented in fictional form and the characters represent abstract qualities

Fable

- a short allegorical story, usually with talking animals as characters, that teaches a lesson

Generalization

- a broad, general statement about a group of individual instances

Happy ending

- an ending to a story in which the main character's objectives are achieved and things turn out well

Indeterminate ending

- an ending to a story that seems incomplete; it is not clear which way events will go

Manipulate

- control, or try to change, another for one's own purposes

Motive

- the reason behind an action

Predicting

- stating beforehand something that you think will happen in the future

Prejudice

- an unfair opinion about something or someone based on inadequate information

Propaganda

- the deliberate spread of opinions and beliefs through planned methods

Satire

- a literary work that uses humour or ridicule to attack an existing state of affairs

Scapegoat

- a person or thing made to bear the blame for the mistakes of others

Scapegoating

- making and using scapegoats

Surprise ending

- an ending to a story that consists of a twist or unpredictable occurrence

Unhappy ending

- an ending to a story in which the main character's objectives are not achieved and things end unpleasantly

Utopia

- an imaginary society in which people live in perfect peace and harmony

Suggested Answers

Section 1: Activity 1

1. Answers will vary. You could just draw one more panel showing the little girl getting dirtier still, but this wouldn't bring things to a satisfying close. Did you show the child going home and confronting her parents? Did you think of a funny caption?
2. Answers will vary. You might have predicted this:

The son follows in his father's footsteps. He is too busy with his career to spend quality time with his own children and so ends up neglecting his family. When his own children are grown, the son might also realize too late that there is no bond between him and his children.

Or, on the contrary, you may have made this prediction:

The son comes to a realization and stops the cycle from repeating itself. Instead of neglecting his family, he devotes time to them and develops a strong, loving bond with his children.

3. a. Answers will vary but you probably said yes. Most people automatically make predictions, even if they're not aware of it.
- b. Here are some of the things that may help you predict what's going to happen:
 - how the characters behave
 - what they say and how they say it
 - what problems the characters face
 - where the characters are
 - what's happening around them

Section 1: Activity 3

1. Answers will vary. Here are a few ideas designed to show the wide variety of answers that are possible.
 - a.
 - There's a fight between two gangs.
 - Young children are found homeless.
 - A teenager wants to get off the street but doesn't know how.
 - A murder takes place in the alley.
 - b.
 - There's an attack from a foreign space ship.
 - Some equipment malfunctions.
 - One of the passengers becomes ill. There is no doctor on board.
 - A romance between two crew members ends, but they still have to work together.

- c.
 - A poor crop means there's not enough money to send a daughter to college.
 - An accident has occurred.
 - A boy dreams of a future away from the farm.
 - A young couple struggles to make a go of the farm they have just purchased.
2. You are aware of Maycomb's isolation from how Scout describes the town. She says that "there is nowhere to go, nothing to buy and no money to buy it with and nothing to see beyond the community." The people of Maycomb certainly seem unaware of life outside their town.

Jem and Scout's intense curiosity about Dill when he comes also emphasizes the town's isolation. Dill is three years younger than Jem, but he is still able to influence Jem. Both Jem and Scout are impressed by him because he has seen things that they have not.

3. The line suggests that the people in Maycomb County are fearful about something. Are you wondering what the fears are? You might sense that these fears will play a part in what happens in the town although it does appear peaceful at first.

Section 1: Activity 4

1. Answers will vary. Have you explained clearly what makes the character interesting? Did you give examples from the book to back up your assertions?
2. a. You might have recognized that some of the following characters appear or are treated as loners or outsiders.
 - Dill
 - Boo Radley
 - Walter Cunningham
 - Burris Ewell
- b. Here are some reasons why the previous four characters might be seen as outcasts. The reasons you found may vary.
 - Dill appears to be an outcast. His parents send him away for the summers in order to get rid of him.
 - Boo Radley seems to be an outsider. Because of his mysterious existence, the townspeople have created stories about him; these stories create fear in others who don't know him at all.
 - Walter Cunningham is treated as an outsider mainly because he's poor. He also lives on a farm away from the other town children.
 - Burris Ewell is an outsider because he's older than the other children in his class. He's unclean and his family has been considered the "disgrace of Maycomb for three generations."

Section 1: Follow-up Activities

Extra Help

1.

Crossword puzzle grid with the following words filled in:

- 1. M
- 2. A T T I C U S
- 3. F I N
- 4. C H
- 5. M A Y C O M
- 6. B
- 7. S C O U T
- 8. M R R A D L E Y
- 9. B O O R A D L E Y
- 10. D I L L
- 11. U N C L E J A C K
- 12. R A D L E Y P L A C E

The grid is a crossword puzzle with the following words filled in:

- 1. M
- 2. A T T I C U S
- 3. F I N
- 4. C H
- 5. M A Y C O M
- 6. B
- 7. S C O U T
- 8. M R R A D L E Y
- 9. B O O R A D L E Y
- 10. D I L L
- 11. U N C L E J A C K
- 12. R A D L E Y P L A C E

2.	<u>xiii</u>	a.	<u>vii</u>	f.	<u>vi</u>	k.
	<u>x</u>	b.	<u>viii</u>	g.	<u>iii</u>	l.
	<u>ix</u>	c.	<u>i</u>	h.	<u>xiv</u>	m.
	<u>xi</u>	d.	<u>xii</u>	i.	<u>v</u>	n.
	<u>ii</u>	e.	<u>xv</u>	j.	<u>iv</u>	o.

Enrichment

1. How did you picture the setting? Compare your drawing to those of other classmates. What you saw is probably quite different from what they might have seen. Or you might have someone else who has read the novel look it over. Had you already seen the movie? How did that influence your vision of the setting?
2. There are many different directions your script can take. Did you manage to make it five to ten minutes long? What sort of characters did you create? How did you visualize them? What did they sound like? What did you have them say? What were your stage directions? Did you think of any special effects? Did you tape your production? Who did you recruit to play the parts?

Section 2: Activity 1

1. Answers will vary. You may have noticed that in Chapter 4 Jem and Scout find gifts left for them in a tree. Jem suspects that Boo is the one who leaves them. Due to the town's gossip the children sense the mystery surrounding Boo. He is unknown to them. Miss Maudie and Atticus both defend Boo, stressing that his privacy should be respected.

Did you notice in Chapter 6 that a shadow appears almost to reach out to the children as they're squatting on the Radley's porch?

In Chapter 7 Jem's pants are found mended after he had taken them off when he was caught by the fence as the children raced out of Boo's yard. New gifts are mysteriously left in the tree until Mr. Nathan Radley covers up the hole for some unknown reason.

2. You may have thought of some of the following occurrences:

- Scout rolls onto the Radley porch in a rubber tire. She's sure she hears someone laughing softly when she stands up.
- Jem finds his pants have been mended after he loses them while the three of them are escaping from Boo's yard by crawling under the fence.
- Scout finds a blanket around her shoulders when she and Jem are watching the fire at Miss Maudie's.

3. When Atticus shoots the dog with his first shot, the children see a side of their father they have never seen before. Atticus has always taught the children about non-violence, and yet here he is an expert shot. He is a studious man who spends a great deal of his time reading. Scout often wished he did things that other fathers do – such as play football. Now, however the children look at their father with awe.

When Jem must read to Mrs. Dubose as his punishment for destroying her flowers, he and Scout begin to see a different side to Mrs. Dubose. They learn from their father that she was determined to overcome her addiction to morphine with courage before she died.

Section 2: Activity 2

1. a. **police officers:** They must find motives to help discover who has committed a crime.
- b. **lawyers:** They must find motives to determine who is guilty and who is innocent. They must establish reasons as to why someone would have committed a crime.
- c. **psychologists:** They must determine why people behave in certain ways.
- d. **parents:** They must understand why their children behave as they do so as to be able to communicate with them and be effective parents.

2. There are many possible choices. Here are a few ideas:



Miss Maudie

Actions and Sayings	Motives
<ul style="list-style-type: none"> • She shows respect for others. • She demonstrates a belief in the rights of others. • She is open-minded. • She has a sense of justice. • She remains in good spirits even when her house has burned down. • She does not involve herself in others' business. • "There are just some kind of men who – who're so busy worrying about the next world they've never learned to live in this one, and you can look down the street and see the results." • "Atticus Finch is the same in his house as he is on the public streets." • "Always wanted a smaller house, Jem Finch. Gives me more yard. Just think, I'll have more room for my azaleas now." • "Don't you worry about me, Jean Louise Finch. There are ways of doing things you don't know about. Why, I'll build me a little house and take ..." 	<ul style="list-style-type: none"> • She believes in the value of every individual. • She is respectful of others. • She sees the worth of each person. • She sees the worth of the individual. • She is a positive person. • She is fair to others and respects privacy. • She is very aware of her surroundings; she sees things clearly. • She respects Atticus for his wisdom and fairness. • She accepts things very well. She is mature. • Miss Maudie is motivated by her spunk and courage.



Atticus

Actions and Sayings	Motives
<ul style="list-style-type: none"> • He never judges a situation by hearing only one side. • He feels all children's questions should be answered. • He feels Boo Radley should be left alone. • He feels one should not back away from a confrontation but that using one's fists is not a suitable means of solving a problem. • He sends Jem over to read to Mrs. Dubose as punishment for Jem's having destroyed her flowers. • Scout says, "As Atticus had once advised me to do, I tried to climb into Jem's skin and walk around in it." • "Of course I do. Don't say nigger, Scout. That's common." • "For a number of reasons," said Atticus. "The main one is, if I didn't I couldn't hold up my head in town, I couldn't represent this county in the legislature, I couldn't even tell you or Jem not to do something again." 	<ul style="list-style-type: none"> • Atticus is motivated by fair play for everyone. • He believes that every individual has worth and should be respected. • He values the privacy of every individual. • He is motivated by what he feels is right. • He feels Jem will learn to see the other side of the situation. • He is motivated by fairness to all. • He is motivated by his belief in equality for all. • He is motivated by his sense of responsibility. He must set a good example. • He is motivated by decency. He wants his children to be able to defend themselves against the criticism that will come. • He is motivated by a sense of fair play. • He is motivated by what is right and what is wrong. He has to do the right thing. He is moved by his inner strength and courage.

Actions and Sayings	Motives
<ul style="list-style-type: none"> • “You might hear some ugly talk about it at school, but do one thing for me if you will: you just hold your head high and keep those fists down. No matter what anybody says to you, don’t you let ’em get your goat. Try fighting with your head for a change.” • “But remember this, no matter how bitter things get, they’re still our friends and this is still our home.” • “... the way we conduct ourselves when the chips are down – well, all I can say is, when you and Jem are grown, maybe you’ll look back on this with some compassion and some feeling that I didn’t let you down. This case, Tom Robinson’s case, is something that goes to the essence of a man’s conscience. • “Scout, I couldn’t go to church and worship God if I didn’t try to help that man.” • “... but before I can live with other folks I’ve got to live with myself. The one thing that doesn’t abide by majority rule is a person’s conscience.” • “I do my best to love everybody ... it’s never an insult to be called what somebody thinks is a bad name.” 	<ul style="list-style-type: none"> • He is moved by fairness and decency. He possesses intelligence and maturity. • He is motivated by compassion for others.

Section 2: Activity 3

- Each of the characters faces several struggles. Here are some possibilities:

Jem Finch	Jem's struggles concern growing up. He has a tough time accepting people who possess faults. Jem loses his temper with Mrs. Dubose.
Scout Finch	Scout has a tough time restraining herself. She often reacts with her fists at first rather than logic. She speaks her mind. This means that she is constantly struggling between reacting immediately with her fists and heeding her father's advice to react with her head.
Atticus Finch	Atticus believes all people are born equal. In the face of the unjust society around him, he tries to teach his children these values. He hopes they will not judge others without first imagining what it would be like to stand in their shoes. Atticus also must face a test when he is asked to defend Tom Robinson. He enters into a moral struggle with most of the white community.
Dill Harris	Dill has to deal with his unhappy home environment. He is not loved by his parents and so must cope with being shuffled from relative to relative.
Miss Maudie	Miss Maudie is in conflict with the other members of her church because they believe that one should not find pleasure in life. This includes the pleasure of gardening.
Boo Radley	Boo has to struggle against the rumours others have created about him. He must fight the town's fears about him. He has also had to live being confined to the house by his father.

2. Your answers will depend upon what you wrote for Question 1. You might have some of these responses, though.

Jem Finch	<p>Jem is often disappointed in the inadequacies of others. This is a negative response because Jem is too hard on others at times.</p> <p>According to Atticus Jem should not have cut Mrs. Dubose's flowers. He should never have become angry and lost his temper.</p>
Scout Finch	<p>Scout often speaks or starts a fight without thinking first. This is a negative response; a person should learn to use logic first.</p>
Atticus Finch	<p>Atticus maintains a calm, rational, and understanding approach at all times. This is a positive approach.</p>
Dill Harris	<p>Dill compensates for his unhappy home life by building a rich and vibrant fantasy world. His imagination gives him what his family doesn't. In some ways this is positive but in some ways it is negative – he lies to Scout and Jem about his family.</p>
Miss Maudie	<p>Miss Maudie deals with everything in an accepting, philosophical, good-natured way. This is a positive response.</p>
Boo Radley	<p>Boo has closed himself off from the community. He does not leave his home. This is a negative response.</p>

Section 2: Activity 4

1. You were to answer for two characters. These are some possible answers. What did you think of?

	Pain	Behaviour
The Cunninghams:	<ul style="list-style-type: none"> • The Cunninghams are very poor; they suffer and are isolated because of this. 	<ul style="list-style-type: none"> • They behave in a proud manner; they will not accept anything unless they can pay for it in some way.
Boo Radley:	<ul style="list-style-type: none"> • Boo must put up with the attitudes of townspeople who have created hideous rumours about him; they fear him. 	<ul style="list-style-type: none"> • Boo becomes very shy; he isolates himself in his home and does not come out.
Mayella Ewell:	<ul style="list-style-type: none"> • Mayella suffers because of an abusive father, poverty, and loneliness. 	<ul style="list-style-type: none"> • Mayella craves attention from anyone who comes close to her. She lies to protect her abusive father.
Bob Ewell:	<ul style="list-style-type: none"> • Mr. Ewell suffers pain due to his responsibilities, poverty, lack of education with which to improve his circumstances, and the reputation of his family. 	<ul style="list-style-type: none"> • Bob Ewell takes things out on others in a cruel way. He tries to hurt others. He beats up his children and sexually abuses his daughter.
Raymond Dolphus:	<ul style="list-style-type: none"> • Mr. Dolphus is an outcast because he dares to cross racial boundaries. He lives with a black woman and they have children together. More gossip is created about him because the town also believes that he is a drunk. 	<ul style="list-style-type: none"> • Mr. Dolphus passes himself off as a drunk so he can live as he pleases with his wife and family. He thinks that the people of the town will accept it more easily if they can dismiss him as an alcoholic.

2. You may have considered some of these beliefs: Atticus believes that all people are equal in the eyes of the law. He believes all individuals, no matter their race, religion, intelligence, or background, should be judged on the basis of what they do and say.

Atticus believes one should not judge others unless one has seriously imagined what it would be like to stand in another's skin and walk around in it. Atticus believes every individual should be treated with respect. He believes justice is worth fighting for.

3. The following statements are generalizations: b, c, d, f, h, i
4. You might have selected some of the following characters:

Calpurnia: Her standards are very high. She is loyal to Atticus and his family just as she is to the black community.

Miss Maudie: She treats all people, including blacks, with respect. She hates hypocrisy and speaks out against anyone who's a hypocrite.

Sheriff Heck Tate: He lets Boo Radley go free after learning that Boo has killed Bob Ewell in self-defence.

Judge Taylor: He uses his influence to name Atticus as the one to defend Tom Robinson, hoping that Tom will then at least get a decent trial.

Reverend Sykes: He welcomes Jem and Scout into his church and then at the trial makes room for them and looks after them.

Link Deas: He stands up for Tom at the trial, gives Tom's wife a job after the trial, and protects her from Bob Ewell.

Section 2: Activity 5

1. You will have chosen any one of the quotations to write about.
 - a. If you chose Quotation a, you might have explained that Lula is suspicious of the whites in the community. She is obviously bitter towards them. She could be afraid that someone will create problems for the black congregation if white children are found with them. Obviously her fear and anger stem from the attitudes and prejudice she's witnessed and experienced in Maycomb. She's probably seen blacks mistreated by whites many times.
 - b. If you chose Quotation b, you might have explained that the men form a mob to confront Tom because they feel safer as a group. If they know that others have the same fears, then they can be assured that they are correct in their beliefs; but they fear meeting Tom individually. This may be because in facing him one on one they would have to acknowledge him as a decent human being. Their narrow-minded views breed fear in them. They lack proper information. Their education and experiences may have limited their viewpoints.

- c. If you identified Quotation c, you might have noted that Aunt Alexandra fears those she thinks are of a lower class. She may be afraid that some of Walter's ways will rub off on Jem and Scout. Her fears, as you can see, form the basis of her strong prejudices against people of a different social class and race.
 - d. If you chose Quotation d, you should have noted that Mayella is afraid of her father, which is one reason she lies about Tom. During the trial she's also afraid of Atticus and his intelligence. She is afraid of being tricked or humiliated in the courtroom. She is not at all sophisticated, so understandably she's afraid of appearing stupid. She may also be afraid to reveal her horrible home environment.
2. Again, you could have selected any one of the three quotations. Your reasons will vary.
 - a. If you chose Quotation a, you might have pointed out that Atticus is standing up to his sister's biased views about black people. He defends Calpurnia because she is a member of his family. He highly values her work and her presence. Luckily, he is not afraid to reveal the importance he places on her, and he remains firm in his decision. Atticus respects Calpurnia for who she is.
 - b. If you chose Quotation b, you might have said something about Atticus's courage to voice his suspicion that it was her father who beat her up. Atticus implies this in a courtroom where all the whites believe Mayella and Bob Ewell without question. They do not wish him to get at the truth because in their minds Tom is guilty. Atticus stands up to the wrath of the whites and their misguided, racist feelings about Tom.
 - c. If you chose Quotation c, you might have explained that Atticus stands up for the truth against all whites in the courtroom as well as members of the all-white jury who believe Tom is guilty no matter what. Atticus hopes he will inspire someone to question the prejudiced evidence and seek justice. He hopes decency will prevail.

Section 2: Follow-up Activities

Extra Help

1. iv a. i d. ix g.
 v b. viii e. iii h.
 vii c. ii f. vi i.
2. The chapters you select to read aloud will be different from those other students might select. As you read the chapters aloud, talk about the characters. Can you come up with adjectives to describe them as you go along? Can you determine why they act a certain way? Can you figure out why things happen the way they do?

Enrichment

What kinds of people did you select for your interview? Did you choose people from different walks of life? Did you choose people from different age groups? males and females? different nationalities? different educational backgrounds? different income levels? The wider the variety of people chosen to interview, the better your conclusions will be. What did you find out about racial prejudice in your community? Did you find other types of prejudice?

Communities are all very different, so your interviewees and findings will reflect your specific community. However, try to think of it in a broader context. Do you think that your community reflects the prevailing attitudes of the province or of Canada? Try to be as objective as possible by standing back and just listening and recording. Then comment on what you heard and saw. What was your impression? Were you angered or were you heartened? Did the interviews confirm or conflict with what you previously believed?

Section 3: Activity 3

1. Did you notice how much Scout has begun to mature? You may have referred to the fact that Scout wonders why Tom's death is called a senseless killing. She feels at first that because Tom is found guilty through a trial and since a trial must be fair, Tom's death is a just punishment. Then Scout begins to realize that Tom should never have been found guilty. She sees that Tom never had a chance right from the beginning. Because he was black, he was automatically considered guilty. Many of the jurors never even listened to the evidence because they already had him judged.
2. a. You probably remember reading that Scout is very happy and jumps up to kiss Atticus. She says that Heck Tate is right – that arresting Boo would be like killing a mockingbird. Boo has kept to himself all his life; therefore, it would destroy him to be exposed to people through a trial now.
- b. Atticus makes a point of telling Jem and Scout that one does not kill innocent birds because they do no one any harm. Scout here shows she is growing up when she sees a connection between Boo and mockingbirds. Both are innocent creatures who mean no harm. Boo saved the lives of Jem and Scout.
3. Perhaps you pointed out that Scout sees the town and the neighbourhood – her home, Miss Maudie's, Miss Stephanie's, Miss Rachel's, Mrs. Dubose's, and the things that go on in the streets like the games she and Jem play. She sees everything from the angle from which Boo sees it. She remembers that Atticus said one never knows a person until one climbs into that person's skin and walks around in it. Scout seems to understand what Atticus means. You can't judge a person if you do not know how that person feels or thinks about things. You have to understand or have some empathy for the person first.

Section 3: Activity 4

1. One indication is that Scout is not afraid of the Radley place anymore. The other indication is that during a lesson on democracy Scout wonders how the teacher can discuss and condemn the prejudice shown towards the Jews in Hitler's Germany and yet be indifferent to the prejudice towards blacks all around them. How can the teacher not recognize the hatred that exists in her own community?

2. Did you select some of these quotations?
 - If Atticus could blandly introduce me to Boo Radley at a time like this, well – that was Atticus.
 - “Heck, it’s mighty kind of you and I know you’re doing it from that good heart of yours, but don’t start anything like that.”
 - “See there, Heck? Thank you ..., but I don’t want my boy starting out with something like this over his head. Best way to clear the air is to have it all out in the open”
 - “Heck, if this thing’s hushed up it’ll be a simple denial to Jem of the way I’ve tried to raise him. Sometimes I think I’m a total failure as a parent, but I’m all they’ve got. Before Jem looks at anyone else he looks at me, and I’ve tried to live so I can look squarely back at him ... if I connived at something like this, frankly I couldn’t meet his eye, and the day I can’t do that I’ll know I’ve lost him.”

3. Scout’s maturation is quite visible in the last two chapters. Here are some illustrations of her newfound maturity:
 - She shows respect towards Boo by telling him that she’ll take him out to the porch because he doesn’t know the house well. She calls him “Sir,” and “Mr. Arthur.”
 - She is particularly insightful in her defence of Boo – that he is like a mockingbird; he is an innocent person.
 - She recognizes that Boo would like to say goodnight to Jem and then go home.
 - She tells Boo it’s okay for him to touch Jem.
 - She understands what he means when he squeezes her hand. He wants to go home.
 - She allows Boo to escort her like a gentleman.
 - Scout is proud that Boo is their neighbour.
 - She feels sad that she and Jem had never given Boo anything in return for the gifts he gave them.
 - Scout stands on Boo’s steps and looks over the town envisioning how Boo must see the world.

4. Answers will vary somewhat. Perhaps you have some of the points listed here.

- Scout understands Boo Radley and his ways.
- She realizes that it would be a sin to bring Boo into the limelight – that it would be like killing a mockingbird, as Atticus says.
- She feels empathy with Boo Radley when she is able to see things from his porch as Boo must see them.
- She respects Boo's dignity by refusing to lead him home; instead, she acts like a lady and takes Boo's arm.
- She feared Boo at the beginning of the novel, but she is warm and sympathetic to him at the end. She says that "Mr. Arthur" is really a nice person.

Section 3: Follow-up Activities

Extra Help

1. Answers will vary. Here are some possibilities:

- a. Boo Radley is shown to be **kind, caring, considerate**.
- b. Miss Maudie is shown to be **optimistic, mature, accepting**.
- c. Francis is shown to be **prejudiced, ignorant, insensitive**.
- d. Tom is shown to be **considerate, compassionate, sensitive**.
- e. Bob Ewell is shown to be **mean, cruel, cowardly**.

2. See if you picked some of the same adjectives:

a. **Miss Maudie:**

- | | |
|-----------------|--------------|
| • kind | • just |
| • fair | • mature |
| • gentle | • caring |
| • intelligent | • perceptive |
| • compassionate | |

b. Atticus:

- | | |
|---------------|-----------------|
| • moral | • kind |
| • just | • fair |
| • mature | • gentle |
| • caring | • perceptive |
| • intelligent | • compassionate |
| • loyal | |

c. Bob Ewell:

- | | |
|---------------|------------|
| • cruel | • immature |
| • insensitive | • ignorant |
| • prejudiced | • mean |
| • lonely | • selfish |

d. Aunt Alexandra:

- insensitive
- ignorant
- prejudiced

e. Boo Radley:

- | | |
|----------|----------|
| • kind | • gentle |
| • caring | • shy |
| • lonely | |

f. Calpurnia:

- | | |
|---------------|---------------|
| • moral | • kind |
| • fair | • mature |
| • gentle | • just |
| • caring | • sentimental |
| • intelligent | • loyal |
| • dependable | |

Enrichment

1. Answers will vary here, but most students feel that the movie version of *To Kill a Mockingbird* is, for the most part, in keeping with the novel, though any movie must necessarily omit much of the detail that makes a novel rich. The movie seems to capture the characters effectively and they are consistent with the characters in the novel. The actors are well suited to their parts.

The ideas are sufficiently developed in the film version, given the limitations of the medium. The movie stays true to the ideas in the novel. It also can make the characters and situations of the novel come to life.

2. How did your television show turn out? Do you think your actors successfully captured the characters they portrayed? Did they convey the ideas of the novel accurately? Do you think the episodes you portrayed were true to the novel? How do you feel your settings compared to those in the novel? Who did you present your show to? What did they think of it? What do you think of the film yourself? Are you satisfied with it? Was it a fun project?

Section 4: Activity 1

1. Though Scout may seem “old” in some ways, in other ways she’s still very much a little child. Consider some of the following ways in which she reveals her childish nature:
 - She tries to talk her way out of going back to school.
 - She beats up Walter Cunningham.
 - She feels that if she tells on Calpurnia, Atticus will send her away.
 - She is rude to Walter Cunningham when he is a guest in the Finch home.
 - She beats up Francis in order to defend Atticus.
 - She thinks Miss Stephanie is frightened of Miss Maudie’s voice.
 - She doesn’t understand what rape is and she doesn’t understand the implications of a white woman confessing to a relationship with a black man – or accusing a black man of raping her.
 - She cannot understand how Tom could be convicted just because he is black.
 - For a long time she’s terrified of Boo Radley.

2. Perhaps you wrote some of these ideas:

- Scout seems to be unaware of the prejudice all around her. All three – Jem, Dill, and Scout – see nothing wrong in sitting up in the balcony with the black community.
- She can't understand how Tom could be convicted just because he's black. She's naïve about racial prejudice.
- Scout cannot understand how justice could fail to be carried out. She naïvely believes that a courtroom automatically ensures that justice will be done.

3. a. Atticus uses a more sophisticated vocabulary. He uses words and phrases that lawyers use while Scout's speech is that of a child just learning about grammar. Scout misuses words like "entailments."
- b. Miss Maudie uses accepted grammar and has a good vocabulary. She seems to be well educated.
- c. Mayella uses a lot of what may be called slang. Her pronunciation indicates her lack of education. She leaves out word endings and she also uses nonstandard grammar. Even though she's several years older than Scout, Scout actually speaks in a more "correct" or socially acceptable fashion.
4. Miss Maudie says that the only thing mockingbirds do in life is make beautiful music so that people can enjoy it. They do no one any harm. That's why it would be a sin to kill a mockingbird.
5. Perhaps Scout is correct in her reference. See if you agree with the following responses:
- a. Boo is very shy and gentle and does not harm anyone. Yet the townspeople poke fun at him and make up horrible stories about him. When he kills Bob Ewell to save Jem and Scout, Scout realizes they can't turn Boo over to the authorities because it would be like killing a mockingbird. Boo is also a victim of the town's vicious gossip.
- b. Tom Robinson is a gentle person who would never hurt anyone. When Mayella asks him to help her, he does so because he feels sorry for her. When he's murdered, it's as if a mockingbird has been killed. Tom is a victim of the town's racial prejudice.
6. The mockingbird is used in the novel as a symbol of something gentle, unselfish, and harmless. It's a thing of beauty, and to destroy it is to do wrong. Similarly, to harm Boo Radley and Tom Robinson – both gentle, harmless, kind people – is to do wrong.

Section 4: Activity 2

1. The children notice that Maycomb is filled with prejudice. It is reflected in the way the town divides itself up. Jem and Scout see it in the following areas:
 - a. **Race:** The town is divided into two groups – blacks and whites.
 - b. **Wealth:** The town is settled according to family wealth. The poor whites and the blacks live on the outskirts, often away from the rest of the townspeople.
 - c. **Status:** People like the Finches, Miss Maudie, and the Radleys live in the main part of town. They are members of families that hold positions of prominence in the town.
 - d. **Religion:** Much of the town is Baptist. Jem and Scout notice that the blacks have their own church.
2. People always learn from their parents and elders. In Atticus, Scout and Jem have an excellent example. From him they learn important lessons about prejudice.

Teachings: Atticus tells them not to judge other people until they have stood in their shoes and walked around in them. They have to come to understand others.

Examples: Atticus sets an example at all times because he feels the children must have a parent to look up to and respect. He treats everyone equally, whether it be his children, Boo, Tom Robinson, Raymond Dolphus, the Ewells, Cunninghams, or other townspeople. He does not allow the children to say offensive words like “nigger.” He welcomes all people into his home. But most of all he defends an innocent black man when others won’t.

3. Wordings will vary here, but your answer should make this point: To judge others on the basis of their race, religion, or financial status is wrong. All people deserve to be treated fairly; judgement shouldn’t be passed on anyone without taking into account that person’s life experience. When this is not done, injustices occur – some as horrible as the death of an innocent man.
4. Scout learns many things throughout the novel. What follows are only some of the things she learns.
 - a. Scout learns that authority figures are not always reasonable and knowledgeable. Yet she feels she’s supposed to see things from their point of view. When she hears a teacher discuss the persecution of Jews in Hitler’s Germany while remaining blind to the persecution of blacks in their community, she recognizes the hypocrisy in this.
 - b. From the Cunninghams Scout learns about dignity. People can, and should, be proud of what they have. People must be treated with respect, no matter what their economic status.

- c. Scout comes to see how lonely Mayella is and what horrible conditions the Ewells live under. This makes her appreciate her own home situation even more. She learns that there is never an excuse for cruelty to others nor for prejudice.
 - d. Scout realizes that Boo is a human being, not some kind of monster as he's made out to be, and so should be treated with respect. Boo has a right to privacy like everyone else. She also learns that Boo would never hurt anyone; he just wants to be accepted.
 - e. Through the lynch mob and trial Scout learns about injustice and racial prejudice. She learns that the justice system is not a fair one. Scout also recognizes that Atticus possesses enormous courage to be able to face the mob alone.
 - f. From Dolphus Raymond Scout learns what prejudice can do. It can make adults lie about their lives. She also learns that rumours should not be listened to unquestioningly.
 - g. Scout learns what dignity is all about through Calpurnia and Reverend Sykes. She sees that a black person has a history, a family, a community like anyone else. Scout also recognizes the hypocrisy of others towards the blacks.
5. Bob Ewell is a despicable, pathetic person. He is very violent. He hates all blacks and is willing to destroy them as well as any white person who is involved with them.

There is the violence that he commits towards his daughter Mayella. He abuses her emotionally, physically, and sexually. These are the deepest betrayals of trust that a parent can inflict on a child.

Section 4: Follow-up Activities

Extra Help

1. What does your character gallery look like? Do you have at least six characters? How did you present them? What symbols did you display to identify each of them? What other things did you identify with your characters? Did you have some of these?
 - Atticus: glasses
 - Heck Tate: officer's badge
 - Bob Ewell: knife
 - Scout: Hallowe'en costume

If you want, take a photo of your gallery.

2. What does your code of ethics look like? What freedoms would you give to Maycomb? How are people to treat each other on the basis of race, sex, age, religion, economic status? How would you eliminate prejudice of all kinds? How would you make sure people are treated equally and with respect? What would happen if someone broke the code? Would you see this code as being effective? How would you prevent it from failing in the same way that Tom Robinson's trial failed?

Enrichment

1. Upon what will you base your defence? Who will you have as witnesses? What arguments are you going to use? Have you considered any new evidence which you could use? Witnesses and evidence could be very important to your case. You should plan a strong final-summation argument which is where you present your last comments to the jury outlining why Tom is innocent. You must make this a powerful speech.
2. Were you able to obtain information on Martin Luther King, Jr.? If so, you probably determined that Atticus fits the ideals of King's speech very closely. King's dream is about equality for every person, black or white. He dreams of the day when blacks and whites will sit down at the same table. His speech reflects Atticus's philosophy. Your ideas on what Atticus might have been doing had he been around for the civil rights movement should reflect this.

Section 5: Activity 1

1. Answers will vary. You could just draw one more panel showing the little girl getting dirtier still, but this wouldn't bring things to a satisfying close. Did you show the child going home and confronting her parents? Did you think of a funny caption?
2. Answers will vary. You might have predicted this:

The son will follow in his father's footsteps. He is too busy with his career to spend quality time with his own children and so ends up neglecting his family. When his own children are grown, the son might also realize too late that there is no bond between him and his children.

Or, on the contrary, you may have made this prediction:

The son comes to a realization and stops the cycle from repeating itself. Instead of neglecting his family, he devotes time to them and develops a strong loving bond with his children.

3. a. Answers will vary but you probably said yes. Most people automatically make predictions, even if they're not aware of it.
- b. Here are some of the things that may help you predict what's going to happen:
 - how the characters behave
 - what they say and how they say it
 - what problems the characters face
 - where the characters are
 - what's happening around them

Section 5: Activity 3

1. Answers will vary. Here are a few ideas designed to show the wide variety of answers that are possible.
 - a.
 - There's a fight between two gangs.
 - Young children are found homeless.
 - A teenager wants to get off the street but doesn't know how.
 - A murder takes place in the alley.
 - b.
 - There's an attack from a foreign space ship.
 - Some equipment malfunctions.
 - One of the passengers becomes ill. There is no doctor on board.
 - A romance between two crew members ends, but they still have to work together.
 - c.
 - A poor crop means there's not enough money to send a daughter to college.
 - An accident has occurred.
 - A boy dreams of a future away from the farm.
 - A young couple struggles to make a go of the farm they have just purchased.
2. A farm is separated from other farms by distance. Because the animals are fenced in, they don't get together with the animals from other farms.
3. The farm setting makes the animals believable as characters; they become like people. Such a fenced-in society would not come into contact with other societies; therefore, things could happen on the farm that no one would know about. Help would not be available.
4. Here are a few ideas:
 - A farm, like a nation, is a self-contained unit.
 - A farm is usually run by one person or group – the farmer or the farm family.
 - The animals on a farm are completely controlled by the farmer. They exist for his or her benefit. The farmer has the power of life and death over them.
 - The animals all have their allotted tasks or purposes – all aimed at the farmer's profit.

Did you think of other similarities?

5. The farm is isolated from outside contacts – and outside ideas. Therefore propaganda is particularly effective because it is the only source of information. There's no other information available to contradict what it might say.

6. Answers will vary. Here are some ideas:

According to Animalism

- all the habits of human beings are evil
- whatever goes upon two legs is an enemy
- whatever walks on four legs or has wings is good
- having any managerial class making decisions (for example, the farmer) involves exploitation

Were you able to think of other examples of Animalism's black-and-white thinking?

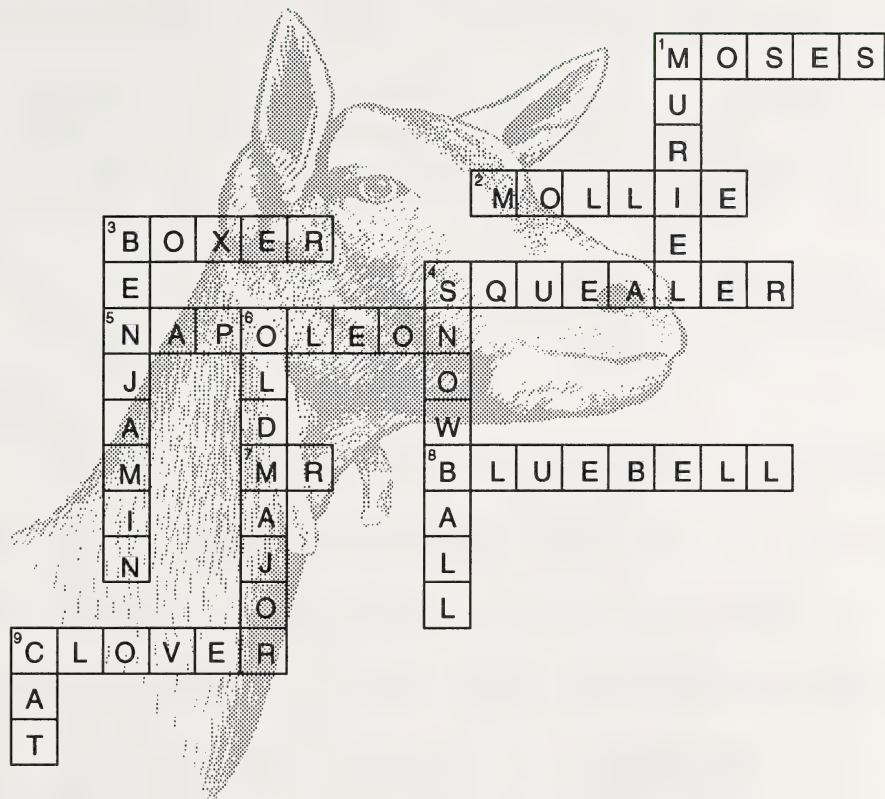
Section 5: Activity 4

1.
 - a. Boxer
 - b. Benjamin
 - c. old Major
 - d. Jones
 - e. the cat
 - f. Mollie
 - g. Napoleon, Snowball
 - h. Moses
 - i. the rats
 - j. Clover
2.
 - a. old Major
 - b. Snowball
 - c. Jones
 - d. Napoleon

Section 5: Follow-up Activities

Extra Help

1.



- | | | | | | | |
|----|-------------|----|--------------|----|-------------|----|
| 2. | <u>xii</u> | a. | <u>xv</u> | h. | <u>xvii</u> | o. |
| | <u>vii</u> | b. | <u>ii</u> | i. | <u>vi</u> | p. |
| | <u>xix</u> | c. | <u>iv</u> | j. | <u>i</u> | q. |
| | <u>xiii</u> | d. | <u>vxiii</u> | k. | <u>viii</u> | r. |
| | <u>xiv</u> | e. | <u>xvi</u> | l. | <u>v</u> | s. |
| | <u>x</u> | f. | <u>iii</u> | m. | | |
| | <u>xi</u> | g. | <u>ix</u> | n. | | |

Enrichment

1. How did you picture the setting? Compare your drawing to those of other classmates. What you saw is probably quite different from what they might have seen. Or you might have someone else who has read the novel look it over. Had you already seen the animated movie version? How did that influence your vision of the setting?
2. There are many different directions your script can take. Did you manage to make it five to ten minutes long? What sort of characters did you create? How did you visualize them? What did they sound like? What did you have them say? What were your stage directions? Did you think of any special effects? Did you tape your production? Who did you recruit to play the parts?

Section 6: Activity 1

1. You might have noticed the following:
 - Napoleon creates his own bodyguards.
 - He changes all the familiar routines.
 - He creates a hero who is dead and then justifies his own actions by saying that what he's doing is what the hero would want.
 - Napoleon sets out to discredit Snowball through lies and false evidence.
2. Answers will vary somewhat. You may have observed the following points:

Chapter 3:	Napoleon uses Squealer to contradict, or go against, Snowball's plans. Squealer is very tricky in his approach.
Chapter 4:	Napoleon allows Snowball to become a hero. This puts Snowball into the limelight so that his actions can be questioned.
Chapter 5:	<p>Snowball develops many plans, and Napoleon fights them so that the animals are forced to take sides between Snowball and Napoleon. Then Napoleon calls in his vicious dogs to run Snowball off the farm.</p> <p>Napoleon creates fear in the animals</p>

3. Benjamin is a cynic. He doesn't become enthusiastic or excited. Often he seems bad-tempered. Benjamin's long life has led him to be distrustful; he's a survivor and believes that life is likely to go on much as before.
4. There are many things that you may have noticed. How many of these were you able to spot?
 - a.
 - The milk and apples are disappearing.
 - Napoleon and Snowball send the pigeons to teach the animals of other farms.
 - Jones and other men attack the farm again. Mollie avoids the fight.
 - Foxwood and Pinchfield begin rumours to discredit the new Animal Farm.
 - Mollie disappears and is found pulling a cart for the owner of a tavern.
 - b.
 - Napoleon is taking puppies and training them in secret.
 - Squealer contradicts everything Snowball says. The pigs get special privileges.
 - There's a rivalry between Snowball and Napoleon. Napoleon manipulates all of Snowball's plans and ideas.

Section 6: Activity 2

1.
 - a. **police officers:** They must find motives to help discover who has committed crimes.
 - b. **lawyers:** They must find motives to determine who is guilty and who is innocent. They must establish reasons as to why someone would have committed a crime.
 - c. **psychologists:** They must determine why people behave in certain ways.
 - d. **parents:** They must understand why their children behave as they do so as to be able to communicate with them and be effective parents.
2.
 - a. Do you have some of these qualities written down?
 - Snowball is an idealist who works for the good of all animals.
 - Snowball teaches the animals to read so that they can make their own decisions.
 - He plans an effective strategy for the Battle of the Cowshed.
 - He inspires pride in the animals and helps them feel strong as a community.
 - Snowball develops most of the plans for the animals.
 - He proposes building a windmill to produce power to heat the farm and to do the animals' work for them.

b. Here are some quotations. You may have found others.

Quotations	Motives
<ul style="list-style-type: none"> • Snowball also busied himself with organizing the other animals into what he called Animal Committees. He was indefatigable at this. • Snowball, who had studied an old book of Julius Caesar's campaigns which he had found in the farmhouse, was in charge of the defensive operations. He gave his orders quickly, and in a couple of minutes every animal was at his post. • Snowball now gave the signal for the charge. He himself dashed straight for Jones. Jones saw him coming, raised his gun, and fired Without halting for an instant Snowball flung his fifteen stone against Jones's legs. • Snowball did not deny that to build [the windmill] would be a difficult business But he maintained that it could all be done in a year. And thereafter, he declared, so much labour would be saved that the animals would only need to work three days a week. 	<ul style="list-style-type: none"> • Snowball is motivated by his concern for the other animals. • He was motivated by a desire to achieve what was best for the animals. He did not want to be them greatly harmed or overburdened. • Snowball is motivated by courage. He also is fair in that he is willing to endanger himself. He does not shirk his responsibilities. • Snowball is motivated by honesty. He is genuine in his desire to help the animals.

3. Answers will vary. Did you think of some of these qualities? Boxer and Clover are very stable and extremely reliable. The others can count on them. They are very hard workers. They are also very committed to all the other animals. Boxer and Clover both possess compassion for others. They are innocent in their ways – possibly naïve – very faithful, and kind. They never lose hope for a better life for the animals.

Section 6: Activity 3

1. There are several possible answers. Your answers may come close to these:

Snowball	He struggles to create a better society for all the animals. He struggles against Napoleon's jealousy.
Napoleon	He desires power; he's selfish, greedy, and jealous of Snowball.
Boxer	He pursues what's good for all animals. He challenges the pigs on their changing of the rules.
Clover	She compares the old life with the new and continues to hope for a better life for the animals.
Mollie	She's self-centered, vain, and spoiled. Mollie is a coward who hides during the Battle of the Cowshed.
Squealer	He uses lies and deceits to manipulate the animals.

2. Your answers here will depend upon your responses to Question 3. Perhaps you had something like the following answers:

Snowball	He's too busy with his ideas to recognize how serious a threat Napoleon is. He overlooks Squealer's actions. This is a negative response.
Napoleon	He uses brute force. He's not concerned about values nor about others. This is a negative response.
Boxer	He is too kind and honest and accepts everything the pigs say. He is too trusting. This is a negative response under the circumstances.
Clover	Clover questions some of the actions of the pigs but is too trusting and accepting. This can be seen as a positive and a negative response because of the circumstances the animals are in.
Mollie	Mollie avoids conflicts. She likes to be pampered. She runs away from animal farm. This is a negative way to respond.
Squealer	Squealer manipulates the animals in every way he can. He is a coward who hides behind Napoleon or the dogs to enforce his ideas. This is a negative response.

Section 6: Activity 4

1. Did you consider some of these possibilities?
 - When the new windmill falls in November, Napoleon orders another one to be built over the winter. The pigs exploit the animals.
 - During one hard winter grain has to be bought. The hens are told to lay four hundred eggs a week to be sold. The hens rebel and are starved until they do as they are told. Nine hens die.
 - Napoleon announces that there are spies and enemies all around. In order to make his point, he persuades four pigs to confess to the other animals that they were on Snowball's side. Napoleon then orders their throats to be slit as punishment. The act instils fear in the animals.
2. Several animals serve as examples. Here are some likely candidates:
 - Boxer defends Snowball without realizing that he's putting himself in danger by doing so. After the four pigs have their throats slit, Boxer still thinks the animals are at fault in some way. Perhaps if they work harder everything will be better.
 - Clover is very motherly and compassionate to all the animals.
 - Boxer believes the commandment that no animal should kill any other animal, and he feels that this includes the stable boy as well. He is upset when he knocks him down.
 - Clover finds out that Mollie has been socializing with the humans, but she does not tell her secret to the other animals. She shows good sense.
 - Benjamin may seem bad-tempered, but he is devoted to Boxer.
3. Napoleon is very cruel toward Snowball. Did you pick out some of the same points as are listed here?
 - The animals protest when Napoleon tells them that they must trade with the humans for things like nails and string. The animals remember that they all agreed to avoid having anything to do with the humans. Squealer tells them so such rule was ever written down. He says Snowball was the one who made up the rule.
 - During a November storm the first windmill falls. Napoleon blames Snowball for plotting to destroy it.
 - When anything else goes wrong on the farm, Snowball is blamed for it.
 - Squealer supposedly finds secret papers that prove that Snowball is a traitor who was working with Farmer Jones.

Section 6: Activity 5

1. You should have selected either Quotation i or iv as an example of courage and either ii or iii as an example of fear. Your reasons for each choice will vary.

- a. If you chose Quotation ii as your example of fear, you might have noticed that the pigs are young and would fear anyone who is older and perhaps wiser. The young are often afraid to question decisions made by their elders because it is assumed that older people know more. The young pigs fear the fierce dogs. Obviously they would not only be intimidated but also afraid of being attacked by them.

If you chose Quotation iii, you might have talked about the fears that are present when one is confronted by an authority figure. Napoleon wears his medals which symbolize his success in battle; therefore, the animals would fear his strength. The nine ferocious dogs also inspire fear. The animals would be afraid that all nine of them might gang up on one animal alone. The dogs are not friendly and could easily injure or kill any of the animals.

- b. If you chose Quotation i as your example of courage, you may have talked about Boxer's concern and love for the other animals. Boxer takes on a lot of the work so that the other animals will not have to labour so hard. He's physically very strong and shows courage in accepting the heavy work load. Boxer doesn't accept any kind of defeat. He is so full of goodness that he would feel badly about the despair of the other animals.

If you chose Quotation iv, you may have talked about the animals' rallying together as one group to defeat the enemy. The animals are driven by the pursuit of their own goals. They are not prepared to have the enemy take something away from them for which they have worked so hard. The animals are united in how they feel, so they react together in one strong group.

2. Answers will vary, but in our century many governments have gone to great lengths to destroy all accounts of events that differ from the official version of history. Eventually, many people do begin to distrust their own memories when there is nothing left to corroborate or reinforce them. After a generation or two, of course, no one is left who remembers how things really were.

Section 6: Follow-up Activities

Extra Help

1. This activity could be fun for you and at least one other person. It would be interesting to see what ideas both of you come up with. Were any of your ideas similar? You may have suggested some of the following:
 - a. **old Major:** He's the senior leader on the farm and is near death when the novel begins. He is a person in command, like a major in the army.

- b. **Squealer:** He has a high-pitched, shrill voice. He tells on the animals, including Snowball, reporting to Napoleon like an annoying, whiny child. He shows no signs of courage.
 - c. **Boxer:** Boxer is a very powerful animal. He can muscle his way out of the toughest situations. No matter how often he's knocked down, he gets up and continues on, like a determined boxer in the ring.
 - d. **Snowball:** He is big and round and roly-poly. He is gentle and soft-hearted. Unlike Napoleon, his motives seem pure – like, white, clean snow.
 - e. **Moses:** He wants to lead the animals to Sugar Candy Mountain – a beautiful place where there is only good. In that way he is like the biblical Moses who led his people out of bondage toward the promised land.
 - f. **Mr. Whymper:** He is apparently a complainer, but his attacks are ineffectual.
 - g. **Mr. Jones:** He seems to fit the description “like the Joneses” in that he is the typical human. He symbolizes humanity.
2. You will have selected your chapters for a variety of reasons. You might even have chosen to reread all the chapters you've read so far. As you read the chapters aloud, talk about the characters. Can you find adjectives to describe the animals?

Enrichment

Did you find your research interesting? Did you see any similarities between Marxist philosophy and old Major's ideas? Do you see some aspects of Lenin as well as of Marx in old Major? What similarities do you see between Napoleon and Stalin – especially in the way Stalin “purged” Trotsky and others he felt threatened by? Do you see how Snowball was like Trotsky? Is there any similarity between Stalin's five-year plans and Napoleon's methods of running Animal Farm?

Section 7: Activity 3

1. a. You may have noticed many things about Boxer. His most obvious qualities are his fundamental goodness and his willingness to work. Boxer uses his strength to take on much of the workload himself so the other animals can have it easier. Boxer has such a dedication to the farm that he never thinks of himself. He works for others. He also never questions the fact that others might not be operating from the same motivation as he is; that other animals may in fact be evil and selfish.

- b. Boxer's situation is one of the saddest of all the animals. He works so hard. The pigs take advantage of him. Then when he can no longer work, he ends up going to the slaughterhouse, the very place he was told he would be sent under Jones' rule. Boxer had believed he would see retirement after a life of dedicated service.
 - c. Boxer does not see what is really happening around him. His intense loyalty and belief in the goodness of other animals blind him to the reality of Animal Farm and the true nature of Napoleon. He is being used by Napoleon. Boxer's efforts are not bringing the animals closer to a utopian state, but rather to a brutal totalitarian state.
 - d. The pigs buy a case of whiskey with the money they obtain from selling Boxer to the knacker. Then they hold a banquet in memory of Boxer where they drink the whiskey.
2. There are perhaps several ways in which the pigs betray the other animals. Do you have some of these?

None of the animals sees retirement even though the farm becomes prosperous. They never receive the comfort of warmth from the electricity, even though the windmill is working. The pigs use the windmill for their own profit. The animals never experience the ideal society for which they work so hard. In some ways they are worse off than they were under the Jones's rule. The pigs, by contrast, luxuriate in comfort.

The pigs and the dogs are the only animals who enjoy the successes of the farm. The pigs adapt the Seven Commandments to suit themselves. They also take on all the negative characteristics of the very humans against whom they had rebelled. The pigs become like the humans, so the animals once again live under tyranny.

Section 7: Activity 4

1. a. You may have had some problems answering this question. For the most part the point of view is objective. The readers are simply told what happens and are left to make inferences about motives and meanings. Sometimes, however, the omniscient perspective is employed and readers are told what particular characters are thinking. Usually when this happens the information that the readers are given about what the animals are thinking is very general. Rarely do the readers see right into the mind of an individual character in any great detail.
- b. Answers may vary here. The uninvolved, largely objective account of the increasing horrors that occur at Animal Farm makes those events seem even more terrible. The matter-of-fact account of events contrasts with what readers feel about them. Another reason for the use of this perspective is that it enables readers to compare what they are quick to realize is going on at the farm with the animals' slower understanding. This heightens the tension readers feel and increases their sense of revulsion at what's happening at Animal Farm.

Did you think of other reasons?

2. a. Here the reader realizes that Napoleon is being cowardly, staying as far away as he can from the action. That is why just his tail is clipped.
 - b. Here the reader makes the inference that the pigs have changed the Commandments. They're breaking their own rules and then covering up.
 - c. This passage is unusual in *Animal Farm* in that, in part at least, it's amusing. Readers realize that Napoleon has drunk to excess and is suffering from a severe hangover. Like many people in such a state, he regards alcohol as an evil and something to be avoided. However, when he recovers, true to "human" nature, he recalls only the pleasure of his intoxicated state and decides to take up the making of beer and whiskey. Hence his decision to grow barley.
3. No doubt you noticed some of these changes:

When Boxer thinks that perhaps the animals are to blame and maybe things would be better if they worked harder, it is Clover who sees that their ideal society of freedom and equality does not exist. Instead there is just fear and suspicion.

Clover is the first to see a pig walking on its hind legs. She goes to check what the Seven Commandments said. Clover leads the way to the farm house when the animals hear the loud laughing and singing.

It is also Clover who stares in disbelief as she looks at the pigs one by one. She sees the faces of the pigs are now the same as those of the humans.

4. There are several lines you could have chosen and here are two examples. Did you choose the same ones?

Quotations	Explanations
Benjamin felt a nose nuzzling his shoulder. He looked around. It was Clover. Her old eyes looked dimmer than ever ... 'My sight is failing'	Clover is very sad about what she sees. Perhaps her eyes are tricking her. She needs a second opinion from Benjamin to verify what she sees which is often the way in real life. A person wants a second opinion in order to be sure of something.
What was it that had altered in the faces of the pigs? Clover's old dim eyes flitted from one face to another. Some of them had five chins, some had four, some had three. But what was it that seemed to be melting and changing?	Again Clover seems to not believe what she sees. She has a hard time figuring out exactly what is going on. Humans often experience this reaction towards change, especially at first when it is subtle.

Section 7: Follow-up Activities

Extra Help

1. Answers will vary in wording but will probably be much like what follows:
 - a. Squealer is shown to be **dishonest, manipulative, slick, persuasive, sneaky.**
 - b. Boxer is shown to be **kind, gentle, compassionate, caring.**
 - c. Napoleon is shown to be **cruel, ruthless, vicious.**
 - d. Boxer is shown to be **naïve, dependable, trusting, loyal.**
 - e. Clover is shown to be **compassionate, caring, sensitive, gentle.**
2. Answers may vary somewhat, but should look something like the following:
 - a. **Napoleon:**

• cruel	• immature
• insensitive	• mean
• manipulative	• persuasive
• dishonest	• ambitious
• sneaky	• greedy
• selfish	
 - b. **Clover:**

• kind	• sentimental
• fair	• gentle
• caring	• naïve
• compassionate	• dependable
 - c. **Mollie:**

• immature	
• ignorant	
• naïve	
• frivolous	
 - d. **Boxer:**

• kind	• fair
• gentle	• caring
• naïve	• compassionate
• loyal	• dependable

e. Benjamin:

- cynical
- perceptive
- fair
- loyal
- dependable

f. Squealer:

- | | |
|---------------|----------------|
| • cruel | • immature |
| • insensitive | • manipulative |
| • persuasive | • dishonest |
| • ambitious | • sneaky |
| • greedy | • selfish |

Enrichment

1. Did you have fun with this activity? Were you able to “get into” Napoleon’s character and try to see and express things as he’d do? What did you learn from this shift in point of view?
2. Scapegoating goes on everywhere, at all levels of life. The child who screams “It’s not my fault; Billy made me do it!” is creating a scapegoat. At the political level it can be spotted remarkably often in our society. How often have you heard political leaders blamed for economic problems beyond their control? Have you ever heard people blaming decisions to allow more immigrants into the country for their own inability to get the jobs they want? Have you noticed how every new party in political power blames its predecessor for the “mess” the country is in? The list goes on and on.

Section 8: Activity 1

1. Answers will vary, but here are a few ideas:
 - Mollie represents superficiality and selfishness.
 - Moses represents deceit.
 - Squealer represents a servile willingness to help those who can benefit him.
 - Boxer, though an admirable character, also demonstrates an inability – or unwillingness – to confront an unpleasant truth.
 - The cat stands for an unwillingness to get involved in a cause larger than oneself.

Did you think of others?

2. Irony can be a difficult term to deal with. Did you come close to saying something like the following?
 - a. The animals believe that their world will be a happy one after the Rebellion. They do not notice the behaviour of some of the animals around them. They expect all the animals to work together for the good of all. That will not happen; the reader can already see the signs.
 - b. The cat appears very friendly toward the sparrows just so she can catch one of them. The cat's motive is to trick one of the birds into landing on her paw. She's using the doctrine of Animalism to achieve her own ends.
 - c. Napoleon craves power, but he pretends it's a burden he's shouldering for the good of the animals. The reader sees this; the animals don't see it yet.
 - d. Again, the pigs want the luxuries and status offered by the farmhouse, but they pretend the move is for the good of the farm.
3. The irony is that the pigs will ultimately come to resemble Jones in every respect. They adopt all the human vices the animals fought to eliminate.
4. Some of these symbols occur quite often in the novel, which is usually a sign that a thing is intended to be symbolic. Did you think of the following ideas?
 - a. The song represents the desire for a perfect society that inspires the animals.
 - b. The Seven Commandments represent the laws of any society by which everyone should live in order to have a happy society. Clearly there is a reference here to the Ten Commandments of the *Bible*.
 - c. These objects probably stand for the evil in society.
 - d. The green flag represents the unity of all the animals and their patriotism.
 - e. The windmill's meaning changes. At first the animals see it as representing a good life for them. Later it stands for all their hard work and suffering.
5. A good story is something that interests most people. People who would never fight through an academic essay or textbook on the development of dictatorships and loss of freedoms will, however, read a captivating novel. Orwell was probably trying to reach a broader audience than he'd otherwise get for such a weighty subject, so he presented his ideas in a fictional format.

6. Answers will vary here principally because there are different levels of meaning in *Animal Farm*. Most answers, however, will read something like this:

High ideals are always in danger of being corrupted and twisted by those who hunger for power. People must be on constant guard against those who will undermine idealistic principles in order to take away the freedom of others and obtain their own selfish ends.

Section 8: Activity 2

1. a. There are perhaps several reasons for the failure, but one is that old Major's original vision of the ideal society is almost impossible to achieve. Major also is not able to explain precisely how this ideal society can be achieved nor how one would maintain the ideal once it was reached.

Perhaps Major fails to take "human" nature sufficiently into account. Most of the animals are too naïve or weak to fight Napoleon or too self-centred to help. An example is Mollie.

Snowball is not cruel enough nor selfish enough to fight against Napoleon. There is an imbalance of power.

- b. People cannot just set up ideals without considering whether the goal is realistic or not and whether all the individuals involved have the necessary inner qualities to actually achieve it. What are an individual's strengths and limitations?

People can push themselves only so far. Is it possible for each particular individual to reach this goal?

Also, not every person attacks a goal in the same way. There are individual differences to consider. Not every person can hope to achieve the same goal.

2. Answers will vary. Did you think of these possibilities?

- making a career choice
- choosing a partner for a relationship or marriage
- deciding whether one should have sexual relations with someone
- deciding to go to college or university

3. Orwell shows this message in part through the Seven Commandments. The pigs slowly change each of the commandments and thus destroy the animals' freedoms one by one. Once the animals have lost their freedom to think, it is just a matter of time before their other freedoms disappear as well. George Orwell felt passionately that if we are to remain free, we must constantly retain our powers of independent and critical thinking.

Section 8: Follow-up Activities

Extra Help

1. What does your character gallery look like? Do you have at least six characters? How did you show off your characters? What objects did you use to identify each of them?
2. What kind of rules did you set for *Animal Farm*? Will your rules preserve the animals' dignity? Will they give the animals equality and freedom of choice? Will the animals be happy?

Enrichment

Were you able to research your selected dictatorships adequately? Did you see any similarities in the way the dictatorship was established in your chosen country and the revolution in *Animal Farm*? Were there similarities in the way government is, or was, conducted in this country and the way Napoleon ran things? Were fear, propaganda, and manipulation important features in the way the dictator maintained his hold on the people of the nation? Did you, perhaps, learn to appreciate our democratic system a bit more than you did before?



L.R.D.C.
Producer

English 10

9EN10P16

FIRST EDITION
1992